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**LMX Theory-based Comparative Study of  
Educational Adequacy in Private and Government  
Secondary Schools in Central Uganda**

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**By**

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## **DEDICATIONS**

### **To The Almighty God**

I dedicate this thesis to The Almighty God that enabled me to reach this achievement in life. To God be the Glory and Honour Back to Our Lord Jesus Christ.

### **To my Family**

I further dedicate it to my parents, Dr. Livingstone Ddungu and Mrs. Mildred Ddungu, and my siblings; Aaron, Martin, Joan, Lilian, Leah, Linda, Linet, Livingstone, and Leviticus, for the constant encouragement and support rendered throughout my research journey.

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## **ABSTRACT**

This qualitative study applied the LMX theory to compare how the quality of leader-member dyadic exchange typifying head teachers' leadership styles and relationship with superiors explained the difference in adequacy of education provided by Government and private secondary schools in Central Uganda. Following interpretivism, interview data was collected from 34 participants (teachers, head teachers and superiors) selected purposively from five Government and five private schools. Data was thematically analysed using a hybrid of Yin's (2015) framework and template approach. Findings indicate that educational adequacy differed between the selected schools, not because they were government or private, but according to the quality of the dyadic LMX that typified their head teachers' leadership styles and relationship with superiors. Schools where superior-head teacher relationship and head teachers' leadership styles were characterised by high-quality LMX provided better education compared to those where this LMX quality was low. Specifically, schools where this relationship and leadership styles were epitomised by LMX quality described as benevolent autocracy, permissive democracy, accommodativeness, transactional, transformational, motivational mutual trust, civil teamwork, collaboration, and task-oriented communication encouraged provision of sufficient education. In contrast, schools where head teachers' leadership styles were typified by LMX quality described as laissez faire, bureaucracy, and unsupportive communication made followers feel too distant to provide adequate education. The same occurred in schools where the superior-head teacher relationship whose LMX quality was typified by absolute autocracy, directive democracy, intransigence, paternalism, coercive formal communication, and egocentric-aggrandizing communication. These findings contribute new knowledge that the dyadic LMX quality typifying head teachers' leadership styles and head teacher-superior relationship is among the factors that explain the adequacy of secondary education provided in central Uganda. Therefore, school leaders intending to provide adequate education should pay attention to ensuring high quality dyadic LMX.

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## **LIST OF ABBREVIATIONS**

|       |  |
|-------|--|
| BOG   | Board of Governor                                      |
| HRM   | Human Resource Management                              |
| LMX   | Leader-Member Exchange                                 |
| MOES  | Ministry of Education and Sports                       |
| NDPII | National Development Plan II                           |
| OECD  | Organisation for Economic Co-operation and Development |
| PTA   | Parents and Teachers Association                       |
| SS1   | Semi-structured Interview                              |
| UACE  | Uganda Advances Certificate of Education               |
| UBOS  | Uganda Bureau of Statistics                            |
| UCE   | Uganda Certificate of Education                        |
| UNEB  | Uganda National Examination Board                      |
| USE   | Universal Secondary Education                          |

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Area of Interest**

My motivation to examine the quality of the dyadic leader-member exchange (LMX) typifying the head teacher-superior relationship and head teachers' leadership styles as well as how this quality explains the difference in the adequacy of education provided by Ugandan Government and private secondary schools arose from my personal experience as a student and employee of some of these institutions. I received all my education in Ugandan Government schools, until I completed my undergraduate studies. When I was a student, parents believed that Government schools provided better education than private schools.

In 2009, I started working in our family businesses, which include private secondary schools among others. After working as a manager in one of the vending markets, I joined one of the secondary schools as an assistant accountant. I was later promoted to a financial coordinator role of three campuses. The role required leadership skills such as relationship handling and communication skills necessary to enable me to interact with my seniors and subordinates as I carried out my internal auditing roles and activities. During the course of my work, I interacted with different stakeholders like students, teachers, head teachers, school suppliers, revenue officers, board members, external auditors and parents. I realised that parents' perception had changed. They now believed that private schools provided better education than their government counterparts, especially after the introduction of Universal Secondary Education (USE).

The parents' change of perception made a rising number of them transfer their children from Government USE schools to private schools, including those with which I worked. Drawing upon these differing perceptions, I was inspired to undertake a PhD study to establish whether

the difference was empirically valid and whether the quality of the exchange relationship that characterised the head teacher-superior relationship and leadership styles used by head teachers in these schools explained it. My focus on the quality of exchange relationship was motivated by my interaction with my seniors and those I led. I interacted with some of my seniors and subordinates freely, and with these, our performance was better. In contrast, my interaction with other superiors and subordinates was rather minimal, distant, and associated with low role performance. This made me suspect that the quality of leader member exchange could have a bearing on how leaders and subordinates perform the roles assigned, to enable their organisation to achieve their objective. This motivated me to find out whether the difference perceived in the adequacy of education provided Ugandan Government and private secondary schools was valid, and whether it was explained by the quality of the exchange relationship that typified the leadership styles used in these institutions.

## **1.2 Overview**

This study compares how the Leader-Member Exchange Theory (LMX theory) explained the difference in the adequacy of education that Government and private secondary schools in central Uganda provided as their core purpose. An appreciable body of research has been conducted about leadership in enterprises over the years (Dulebohn et al., 2012; Northouse, 2015). Secondary schools in Uganda are some of the enterprises (Naluwemba et al., 2015; Serumaga, 2018). The superior-subordinate relationships and leadership styles applied in these organisations and how they influence the ability of the institutions to pursue their purpose feature as a common theme in this research. However, the quality of the dyadic Leader-Member-Exchange (LMX) characterising these leadership relationships and styles has been understudied (Mansueti et al., 2016), especially in Uganda.



Specifically, almost no scholarly attention has been paid to the comparative analysis of the quality of the dyadic leader-member exchange that typify the head teacher-superior relationship and the leadership styles used by head teachers in Uganda's secondary schools, and how this quality explains the difference perceived in the adequacy of education provided by these institutions according to their classification as Government and private. This study sought to fill this gap within the framework of the LMX theory. This study is important in that filling this gap contributes knowledge that leaders in schools and other enterprises, particularly those in Uganda, can use to cultivate the quality of dyadic relationship that motivate subordinates to perform in a manner that optimises organisational performance. For as Meindl (1995) and Kellerman (2007, 2008) observed, applying leadership based on its understanding as a leader-follower relationship that focuses on subordinate motivation is the key to attaining desired organisational (or school) effectiveness. This chapter presents the background to the study, definitions of key concepts, and a brief explanation of the LMX theory. The rationale and context of the study is explained, and problem statement, research aims, and objectives provided. The chapter further presents the contribution of the study and thesis structure.

### **1.3 Background**

Historically, formal education in Uganda was inherited from the British schooling system introduced by the early Christian missionaries as far back as the 1890s (Ssekamwa, 2001). This education continued to be provided until the 1960s when the perception that its adequacy differed between Government and private secondary schools started to be expressed by different stakeholders, including parents, students, and others (Nabayego, 2009). Prior to the 1960s, Uganda's formal education was described as the best in the entire East African region because it served its purpose sufficiently. According to Ssekamwa (2001), this purpose was to prepare Africans who were needed to serve as both catechists who could spread and entrench

Christianity in Africa and administrative clerks who were needed to serve in the British colonial Government. It was also to prepare East Africans who were needed to take up public administration after being granted political independence by their colonialist masters.

This education started at the primary school level and was privately provided until the 1920s when the colonial Government started providing subventions to the missionaries to extend it to lower secondary (senior 1-4), senior secondary (Senior 5-6) and finally, and higher education level towards the onset of the 1940s (Scanlon, 1964). When Government increased financial aid following the recommendations of the 1952 de Bunsen Education Committee, the recipient missionary schools began to be referred to as Government-aided denominational schools (Ministry of Education, 1992; Ejang, 2008). The aid was intended to accelerate the preparation of the needed administrative clerks. The provided education was so adequate for this purpose that it attracted many students from as far as Kenya, Sudan, Tanzania, Malawi, Somalia, Zambia, and Zimbabwe (Ssekamwa, 1991; Aheisibwe, 2010).

After Uganda's political independence in 1962, the purpose of education changed from entrenching Christianity and preparing administrative assistants. It now focused on equipping Ugandans with knowledge and skills needed to contribute productively to postcolonial social and economic transformation and national integration (Republic of Uganda, 1992, 1989; Aheisibwe, 2010). In addition, Government and private individuals joined religious denominations to invest directly in providing education by establishing their own schools (Jacob et al., 2008). The first private investors were Ugandans of the Asian origin (Scanlon, 1964). Regardless of their type, all the schools were to provide education that could prepare students adequately by equipping them with knowledge and skills they needed to be productive enough to foster Uganda's postcolonial socioeconomic, scientific, technological and cultural

development (Peterson, 2009; Akhihiero, 2011; Enser, 2017). Nevertheless, the provision of adequate education in this sense does not just happen.

Research has shown that providing adequate education is determined by different factors such as the level of educational financing (Liang, Kidwai and Zhang, 2016), the nature of school management (Lemos and Van Reenen, 2014; Agih, 2015), the nature of school governance (Christie, Duku and Gallie, 2010), the leadership styles applied in schools (Morrison, 2013; Cruickshank, 2017; Huguet, 2017), and the quality of the dyadic LMX typifying these styles and the head teacher-superior relationship (Duyan and Yildiz, 2018; Gürler and Şimşek, 2018). The quality of the dyadic LMX was however, identified by studies conducted outside Uganda. Those conducted in Uganda identified only the applied leadership styles and the different types of head teacher-superior relationships (Ddungu, 2006; Kavuma, 2012; Balyejjusa, 2014; Asankha and Takashi, 2017). These studies did not delve into the quality of dyadic LMX epitomising the leadership styles and the relationships, as well as how it accounted for the difference perceived in the adequacy of education provided by Government and private secondary schools. Therefore, the overall question these studies left answered was what this quality was and how it influenced adequacy of education provided by either type of these schools. This was the question answered in this present study.

#### **1.4 Theoretical background**

A number of theories have been developed to explain how the relationship between a leader and followers explain subordinate performance and subsequently, group or organizational ability to attain its purpose. These include behavioural theory, transactional theory, transformational theory, situational theory, leader-Follower relationship theory and LMX theory, among others (Einola and Alvesson, 2019; Khan et al., 2016). This study was however,

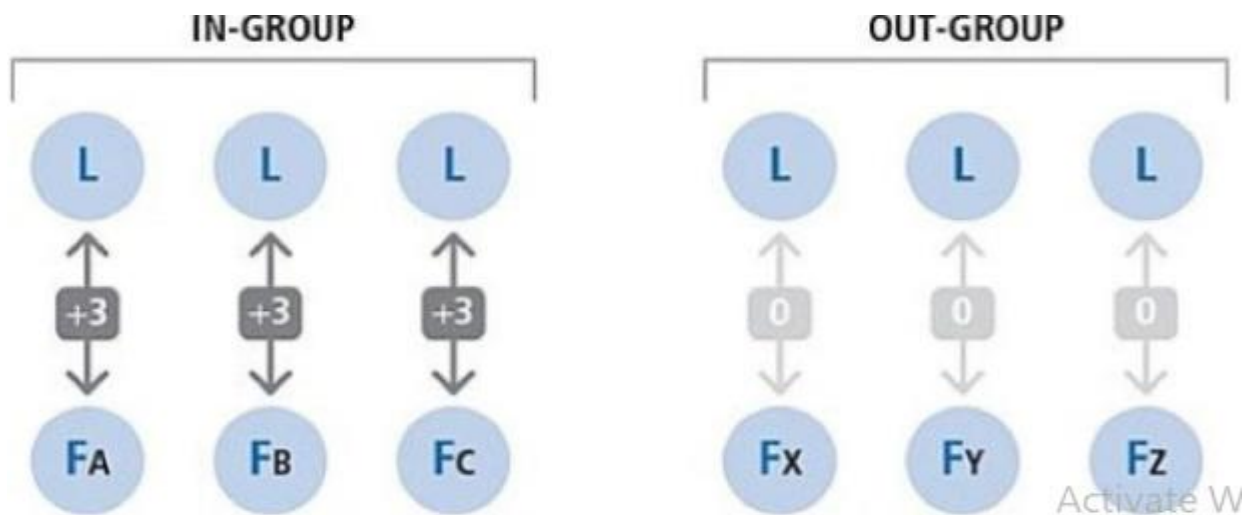
grounded in the LMX theory, particularly its second version proposed by Dansereau et al. (2012). This version was used because it is elaborate enough to guide a detailed analysis of the different indicators of the quality of the dyadic LMX that typifies the head teacher-superior relationship and the leadership styles used by head teachers in Ugandan secondary schools, and how the presence or absence of indicators explain the difference perceived in the adequacy of education provided by Government and private schools.

In essence, the LMX theory, first referred to as the vertical dyad linkage theory, posits that the quality of the exchange relationship that leaders form with subordinates is not the same for all the latter; therefore, it influences each follower's contribution to the attainment of the common purpose differently (Dansereau et al., 1975; Graen and Uhl-Bien, 1995). Leaders establish a strong trust-, emotional attachment- and respect-based relationship with some individual subordinates, and weak or no such relationship with others (Rockstuhl et al., 2012). The LMX theory refers to the first as the in-group exchange relationship whose such quality enhances willing followership, loyalty, and high-performance (Jing-zhou et al., 2015; Strukan and ikolić, 2017). This theory refers to the second as the out-group exchange relationship whose quality makes subordinates feel un-trusted, un-respected, distant, emotionally un-bonded with their leaders, and hence, which discourages them to become poor performers (Dansereau et al., 1975; Brunetto et al., 2010; Sherman et al., 2012).

LMX theory asserts that subordinates in the in-group are individually favoured and supported, receive considerable attention from the leader and have more access to the organization's resources (Shiva and Suar, 2010; Bauer and Ergoden, 2015). Those in the out-group are neglected, receive fewer valued resources from their leaders, and are believed to be less

competent at performing their assignments. The quality of these opposing dyadic relationships is as illustrated in shown in Figure 1.1.

**Figure 1.1: LMX in-groups and out-groups**



Adopted form Northouse, 2018

Figure 1.1 illustrates that the level of dyadic LMX quality depends on the presence of three (3) attributes in the relationship between a leader (L) and subordinates (F). These are respect, loyalty, and trust. According to Northouse (2018), when all the three attributes are present (+3), they represent an in-group relationship with a high-LMX quality between a leader and subordinates. Their absence (0) represents out-group relationship with low-LMX quality between a leader and subordinates. The LMX theory asserts that the level of respect, loyalty and trust a leader cultivates with subordinates is determined by the level of compatibility between the leader and individual followers' attributes. The higher the compatibility the higher is the LMX quality and more likely are the subordinates to be in the in-group and to realise

high performance, and vice-versa (Lichtenstein et al., 2007; Kargas and Varoutas, 2015; Karanika-Murray et al., 2015).

Dansereau et al. (2012) modified the original LMX theory by identifying the different characteristics of a leader and subordinates that determine the quality of the ensuing LMX relationship and subsequent outcomes. More attributes were added by different scholars (Aleksić et al., 2016; Allison, 2016; Day and Miszenko, 2016; Strukan and Nikoli, 2017) to make the revised version of the LMX theory even more elaborate. These characteristics are reviewed in detail in Chapter 2. It suffices to note that they include the attributes of both the leader and subordinates. When these leader- and subordinate-attributes are compatible at the individual level of the leader and the follower, they translate into high-quality dyadic LMX, which is manifested in the formation of an in-group relationship. The leader treats the subordinate well, confides in, consults, facilitates, communicates well with, and motivates him or her to produce high performance outcomes. When the attributes of a leader and subordinates are incompatible, they translate into a reverse situation – low dyadic LMX quality and poor outcomes.

Since its postulation, the LMX theory has been applied in a number of studies to examine the quality of the leader-member relationship and its influence on performance outcomes of different organizations in China, Australia, Bosnia Herzegovina, India and United States (Dienesch and Liden, 1986; Gerstner and Day, 1997; Hui, Law and Chen, 1999; Ayree and Chen, 2006; Brunetto et al., 2010; Shiva and Suar, 2010; Sherman et al., 2012; Jing-zhou et al. 2015; Strukan and ikolić, 2017). Some of the studies applied the LMX theory to compare public and private sector organisations (Brunetto et al., 2010), different sectors (Cote, 2017), different hierarchical levels of an organization (Karanika-Murray et al., 2015), different social attributes

of employees (Seo, 2016) and between different leadership styles (Li et al., 2018). However, none of these comparative studies applied the LMX theory within the context of Government and private schools in Uganda, and at the individual levels of the leader and subordinates.

Therefore, the quality of the dyadic leader-member exchange characterising Ugandan government and private schools within the context of head teachers' leadership styles and head teacher-superior relationship has not been analysed from the perspective of the LMX theory. Studies conducted about leadership in Uganda's schools and other organisations were grounded in different theories. As illustrations, Ddungu's (2006), Nsubuga's (2009) and Nababi's (2014) studies were guided by the contingency theory of leadership. Other studies were underpinned by the transformational leadership theory (Walumbwa, Avolio and Zhu, 2008; Nabunya, 2018). Others were guided by a combination of the resource-based view, dynamic capabilities, and contingency theories (Aketch, 2014). Others were anchored in ethical leadership theory (Obicci, 2015), complexity theory (Kinsambwe, 2016), and behavioural leadership theories (Bala, 2015; Tumuhimbise, 2017).

This is why this present study used the LMX theory to examine the social dimension of Uganda's secondary school leadership, which these other theories do not consider in detail. The analysis focused specifically on establishing the quality of the dyadic LMX characterizing the head teacher-superior relationship and the leadership styles applied in these schools, and how this quality explained the perceived difference in the adequacy of education they provided. In the next section, definitions of the concepts that were investigated in the study are discussed.

## **1.5 Definition of concepts**

The concepts examined in this study included Government secondary schools, private secondary schools, provision of adequate education, quality of LMX, superior-subordinate relationship, and leadership styles.

### **1.5.1 Government secondary schools**

Globally, Government secondary schools refer to educational institutions that are exclusively funded and controlled by Government to provide post-primary and non-technical education at the ordinary and advanced levels without charging any fees to the enrolled students (OECD, 2012). In Uganda, these are the educational institutions founded by Government to provide both ordinary and high school education. The first is referred to as Ordinary Level (O' Level) education awarding Uganda Certificate of Education (UCE). The second called Advanced Level (A' Level) education, and awards Uganda Advanced Certificate of Education (UACE) (Tumwebaze, 2012). Both O' Level and A' level certificates are awarded by the Uganda National Examinations Board (UNEB) and to students who meet the minimum grades. Uganda's Government schools are interchangeably referred to as public schools (Molyneaux, 2011).

Unlike the general definition given above, some of the Uganda's Government established secondary schools are funded by both the Government itself and privately by students' sponsors who include parents or guardians. Government incurs the cost of establishing and equipping the schools with instructional materials as well as remuneration of teachers and school administrators (Nganzi, 2015). Students' sponsors pay tuition, which is largely subsidised by Government to make it affordable to as many of them as possible; they also meet the cost of



their school uniform, learning materials and transport fare to and from the schools (Namusobya, 2016).

Government eradicated private payment of fees in its established schools and started meeting the full cost in 2007 when Universal Secondary Education (USE) was introduced. Students were left with only the cost of school uniform, some learning materials and transport to and from school. This educational financing situation prevails to date, especially in Government day secondary schools. For Government secondary schools that have a boarding section, students also pay for all the residential costs (Crawford, 2018). This study used a mixture of boarding and day schools. Imperative to note is that some of the secondary schools founded by religious denominations have been referred to as Government-aided schools since 1925 when they started receiving subventions. These subventions made these schools largely controlled by the Government. It is only their internal management and leadership that continued to be significantly influenced by their foundation bodies (Ejang, 2008).

### **1.5.2 Private secondary schools**

A private school is generally defined as an educational institution established by a private organisation or individual and exclusively funded by payment of tuition and fees or private financing sources (Sullivan et al., 2014). Different countries refer to these schools using different terminologies such as independent schools, non-Governmental schools, privately funded schools, or non-state schools (Witham, 1997). These schools provide O' Level and/or A' Level education leading to the award of UCE and UACE by UNEB, respectively (Bimanywarugaba, 2013). Table 1 compares Uganda's Government and private secondary schools by attributes.

**Table 1.1: Uganda's Government and private secondary schools by characteristics**

| <b>ACTIVITY</b>                 | <b>PRIVATE</b>  | <b>STATE OWNED</b>  |
|---------------------------------|---|---|
| <b>ownership</b>                | Private persons/ groups or organisations                | Government  |
| <b>Staffing</b>                 | Government trained teachers privately hired.            | Government trained teachers posted and appointed by MOES. |
| <b>Inspection</b>               | Government (MOES)                                       | Government (MOES)   |
| <b>Payments</b>                 | From parents as school fees contribution                | Government, grant and parents                             |
| <b>Curriculum Designing</b>     | State, National Curriculum Development Centre ( NCDC)   | State ,National Curriculum Development Centre             |
| <b>Students enrolment</b>       | Privately selected                                      | MOES arranged   |
| <b>Examinations</b>             | Same Uganda National Examinations Board (UNEB) arranged | Uganda National Examinations Board (UNEB) arranged        |
| <b>Selection Head teachers.</b> | Privately done by school Founders.                      | Appointed by the state- (MOES)                            |

Adopted from Ssekiziyivu, 2009

Table 1.1 illustrates a well-laid structure of how Government and private secondary schools in Uganda are managed in term of ownership, staff recruitment, examinations, student enrolment, selection of head teachers, curriculum designing, inspection and payments. Some of the

students in some private schools are however, also selected by the Ministry of Education and Sports as the Government students (Ssekiziyivu, 2009).

It should be noted that all Government, Government-aided and private schools are in Uganda charged with a duty to provide adequate education following the national curriculum developed by the National Curriculum Development Centre (NCDC) under the guidance of Ministry of Education and Sports. Since Government and Government-aided secondary schools are governed by Government through the Boards of Governors as the superiors to the head teachers, both are regarded as Government secondary schools for the purpose of this study.

In terms of leadership, head teachers are the top school leaders who handle the day-to-day running of the school. They, however, have superiors who include the School Board Governors, Chairpersons, Parents and Teachers Association (PTA), and in private schools, proprietors, and School Directors (Ddungu, 2006). Therefore, head teachers are at the centre of school leadership. They lead teachers and are led by their superiors (Jacob et al., 2008; Mayanja, 2016).

### **1.5.3 Adequate education**

Adequate education refers to academic and non-academic resources and services that facilitate students to acquire learning outcomes expected from schools in form of curricular grades and extracurricular outcomes (talent refinement and expression, non-academic knowledge, skills, character formation). In this study, provision of adequate education referred as sufficient motivation of teachers to play the instructional and extracurricular roles that facilitate students to achieve the expected academic grades and non-academic outcomes such as refined talents, knowledge and skills required of them at the secondary level of education. Sufficient

motivation of teachers takes different forms, but this study analysed the form realised from the quality of LMX that epitomises not only the leadership styles applied by secondary school head teachers but also the relationship between the head teachers and their superiors (Leithwood, Patten and Jantzi, 2010; Hallinger, 2011).

#### **1.5.4 Quality of Leader Member Exchange (LMX)**

Leader-member exchange refers to a two-way interaction by which a leader influences a subordinate towards attainment of a common purpose (Northouse, 2015). The quality of this LMX refers to how the leader interacts with a subordinate through whom a common purpose is to be attained (Kwak and Jackson, 2015). It refers to how a leader connects with and treats any subordinate in the process of pursuing a common vision, purpose, values, work ethics, goals and objectives (Mauro, 2007; Mumma, 2010; Eikenberry, 2013; Gyimah, 2013; Schaefer, 2015; Toytok and Kapusuzoglo, 2016; Cerit, 2017). In this study, the LMX quality referred to how secondary school head teachers and their superiors connected with and treated their respective subordinates within the context of the leadership styles they each applied.

#### **1.5.5 Leadership style**

There is no definite definition for a leadership style (Kruse, 2013). Some writers have defined it as a technique a leader uses to provide strategic focus and operational direction to subordinates and to motivate them to execute assignments allocated to them to attain a common goal (Muturi and Ombui, 2016). According to McCauley-Smith et al. (2013), a leadership style connotes the behaviour a leader demonstrates when directing, motivating, guiding, and managing subordinates. Cherry (2018a) regarded it as the manner a leader deems fit to treat subordinates in the process of influencing them to carry out the actions, jobs, and tasks or practices. To Ddungu (2006), a leadership style refers to the manner in which a leader

communicates with subordinates, allocates them assignments, facilitates them, understands their interests and passions, respects and trusts them, and motivates and directs them to execute assigned tasks.

This present study drew on Cherry's (2018a) and Ddungu's (2006) definitions because they are detailed enough to provide a good scope for comparing the quality of the exchange relationship that typifies leadership styles used by head teachers in pursuit of provision of adequate education.

#### **1.5.6 Superior-subordinate relationship**

A superior-subordinate relationship has been defined as the interaction in which an individual in a senior position influences another at a lower rank in a leadership hierarchy (Jha, 2017). It is defined by the level of support, trust, respect, quality of communication, openness, transparency, shared understanding, and the influence tactics used by superiors over their subordinates to cause them to do as the former want (Redmond, Jameson and Binder, 2016). In this study, this relationship referred to the leadership interaction between head teachers and their superiors who included chairpersons of the Boards of Governors, Boards of Directors and Parents and Teachers Associations of secondary schools in Uganda. After providing the conceptual and operational definitions of the main variables analysed in this study, its rationale is provided in the next section.

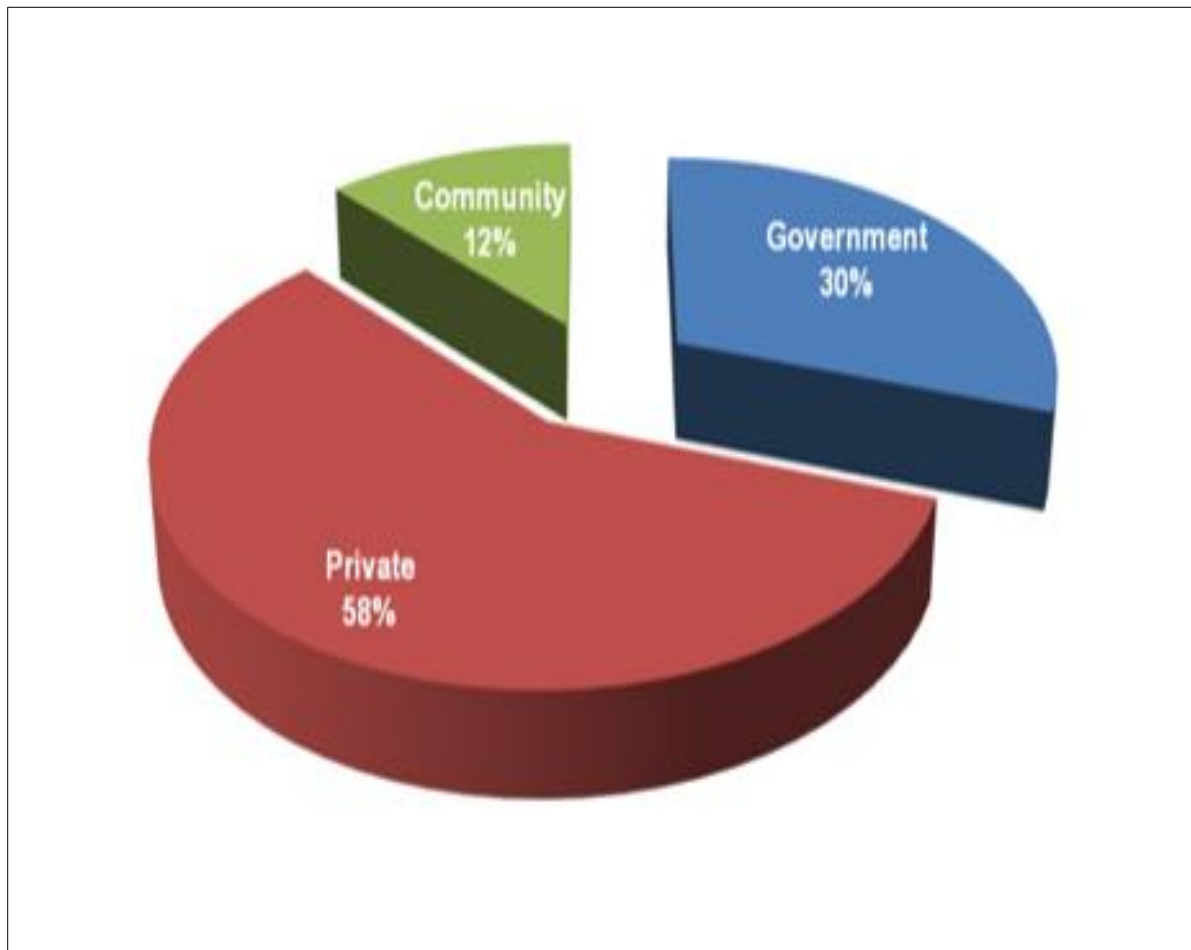
### **1.6 Rationale for the research**

Reports released by the Ministry of Education and Sports in 2017 indicated that the academic grades obtained by students in Government secondary schools from UNEB were declining while that in private secondary schools increasing (Ahibisibwe, 2018). This report supported

Chapman, Burton and Werner (2010), Kavuma (2011) and Namusobya (2016), all of who had made the same observation. In addition to the decline, most of the Ugandan employers perceived that education provided at all levels of Uganda's education system was more theoretical than practical or task-specific (Bolton, 2017; Ddungu, 2018). Since secondary school education is the intermediate level of Uganda's education system, this decline and perception caused concern that motivated this study in part. The motivation was further inspired by parental perception that Ugandan private secondary schools provided better education compared to Government schools.

Ugandan parents illustrated their perceived difference in the adequacy of education provided by the two school types by increasingly taking their children in private secondary schools in spite of the free education provided by most of Government secondary schools (Ludi, 2010; Lugaaaju, 2017). Parents who took this course of action claimed that inadequate education given by USE schools was reflected by low academic grades. In fact, a rising number of Ugandan parents who valued education were more willing to pay one to two million Ugandan shillings to educate their children in private schools, than sending them to USE schools (Lewin, 2017; Nakibuuka, 2017). These parents included even Government officials (Bunting, 2008). In response to this trend, private secondary schools started increasing in number to the extent that they dominated Uganda's education sector by 2017 as shown in Figure 1.2.

**Figure 1.2: Secondary schools by ownership in Uganda**



Adopted from Ministry of Education and Sports, 2017

Figure 1.2 indicates that privately owned schools dominated in Uganda's education sector by 2017. Indeed, Government schools accounted for only 30% of this ownership. The remaining proportion was privately owned with 58% being in the hands of private investors and 12% being community-owned schools. This trend continued to the extent that private schools increased by 26.3% in 2017 (The World Bank, 2018). These statistics confirm the observations made by UNESCO and World Bank (2012) that the Ugandan parents who paid for their children's secondary education were proportionally more than those who sent children to free Government schools. According to Islamabad (2015), parents base their decision to send

children to private schools on the perception that the likelihood of these institutions to prepare the children better to enrol in a good university and get a decent job is higher compared to Government schools

Ugandan parents were willing to spend on their children's education in private schools up to \$165 per child, which was close to 10 times Uganda's per capita income (Härmä and Pikholz, 2017; Lewin, 2017). The proportion of parents who used their meagre income to send their children to private schools was greater than that of the parents who sent their children to public or Government schools. According to Huebler (2019), Ugandan families spend more than one-half of their household income on education. This parental willingness to pay for their children's school costs motivated investors in private secondary education to acquire loans totalling \$15,092 on average to boost their investments (Härmä and Pikholz, 2017).

The expanded investment translated into enrolment in Uganda's private secondary schools to increase at a relatively higher rate compared to that of Government secondary schools. Government schools had attracted a considerable enrolment when USE was introduced in 2007. By 2017, total secondary school enrolment had increased to 5,248,705 students of whom 2,586,964 were male and 2,661,741 were female (UBOS, 2017a). Even though Government secondary schools shared about 60% of these students nationally, the 40% shared by private secondary schools had increased much faster (UBOS, 2017a). The concern that Ugandan Government schools provide inadequate education started with the introduction of USE in these institutions (Chapman et al., 2010; Alyse et al., 2014). These scholars also noted that most of the students admitted to Ugandan universities, whether on Government or private sponsorship, come from private secondary schools.



Authors such as Atuhaire (2016) and Crawford (2018) have however, suggested that such a perception could be a myth. These authors argued that since many USE schools were at first the traditional Government schools, the education they provide could be better than that of private schools. They added that Government schools could provide better education since they have instructional infrastructure that most of their private counterparts lack due to huge costs involved in setting it up. These observations, nevertheless, contradict UBOS (2017a) that showed that private secondary schools have more instructional infrastructure. Even the Ministry of Education and Sports (2016) indicated that the total seating capacity of private secondary schools was higher than that of USE schools. This is illustrated for the central region in Table 1.2.

Table 1.2: Seating capacity compared to enrolment in secondary schools in central Uganda

| Region            | Government |               |                                 | Private   |               |                                 |
|-------------------|------------|---------------|---------------------------------|-----------|---------------|---------------------------------|
|                   | Enrolment  | Sitting space | Percentage of enrolment covered | Enrolment | Sitting space | Percentage of enrolment covered |
| Buganda (Central) | 188,105    | 155,348       | 83%                             | 267,980   | 238,396       | 89%                             |

Adopted from Ministry of Education and Sports, 2016

Table 1.2 indicates that while seating capacity was at 86% in private schools, it stood at 84% in Government schools. Furthermore, Uganda's secondary schools had 58,100 teachers of whom 25,578 were in Government schools and 14,364 in private schools. Numerically, Government secondary schools had more teachers than their private counterparts, but in terms of teacher-student ratio, private schools were far much better (Ministry of Education and Sports, 2016).

There are also authors who have advanced a view that Ugandan secondary schools provide inadequate education regardless of whether they are in the private or public sector (Ddungu, 2006; Nampa, 2007; Nsubuga, 2008; Ddamulira, 2010; Mwesigye, 2016; Crawford, 2017; Kasule, 2018). Some studies have showed that in either type of schools, the majority of teachers are highly unmotivated to execute the assigned instructional and non-instructional roles as effectively as expected (Ishaq, 2015; Mazaki, 2017; Kasule, 2018). Research has shown that most of the teachers in both school types report late for work, dodge some of the lessons assigned to them, and can hardly complete the teaching syllabi (Male, 2011).

According to Mbetegyerize (2010), most of the teachers in Ugandan Government and private secondary schools are irregular at giving students classroom assignments and homework and when they do, they infrequently mark the assignments and give corrections. The teachers leave their work before the official closing time and are therefore, hardly available to supervise students doing extracurricular activities (Tumwebaze and MacLachlan, 2012). All these scholars did not however, delve into how the provision of such inadequate education relates to the quality of the LMX defining the leadership styles applied in these schools. Some scholars argued that irrespective of the type of secondary school students attend in Uganda, they do not get the necessary preparation for developing employable skills such as literacy, numeracy, problem-solving, team-working and time management skills (Nsubuga, 2014). To other researchers, either type of schools shows no marked difference in providing education that does not enable students to develop their talents and to acquire the knowledge and skills expected of them to qualify for tertiary and university education (Oloo, 2017).

Generally, the overview of extant scholarship suggests that the perceived difference in the education provided by Government and private secondary schools in Uganda is still a subject

of debate. Even though some writers believe that private secondary schools provide better education, others believe the contrary; yet others believe that there could even be no difference. Scholars who hold a perception that education provided by USE schools is inadequate compared to that provided by private secondary schools are relatively many. These differing perceptions allude to a need to establish which of them is empirically valid. More importantly, the perceptions are described without delving into whether they are explained by the LMX quality typifying the leadership styles applied in either type of these schools. These are, therefore, the gaps that this study sought to cover by establishing which perception was valid and how it was explained by the quality of the LMX characterizing the leadership styles applied in these schools. Furthermore, the rationale was discussed at Ugandan regional level in the Ugandan context.

## **1.6 Context of the study**

As alluded to earlier, this study was conducted in Government and private secondary schools in the central Uganda. Uganda is one of the developing nations located in the eastern region of sub-Saharan Africa. The country is a landlocked country bordered by Kenya to the East, South Sudan to the North, Democratic Republic of Congo to the West, Rwanda to the Southwest, and Tanzania and Lake Victoria to the South. Central Uganda, interchangeably referred to as the Central region, is located in the encircled purple and yellow area on Map 1.1.

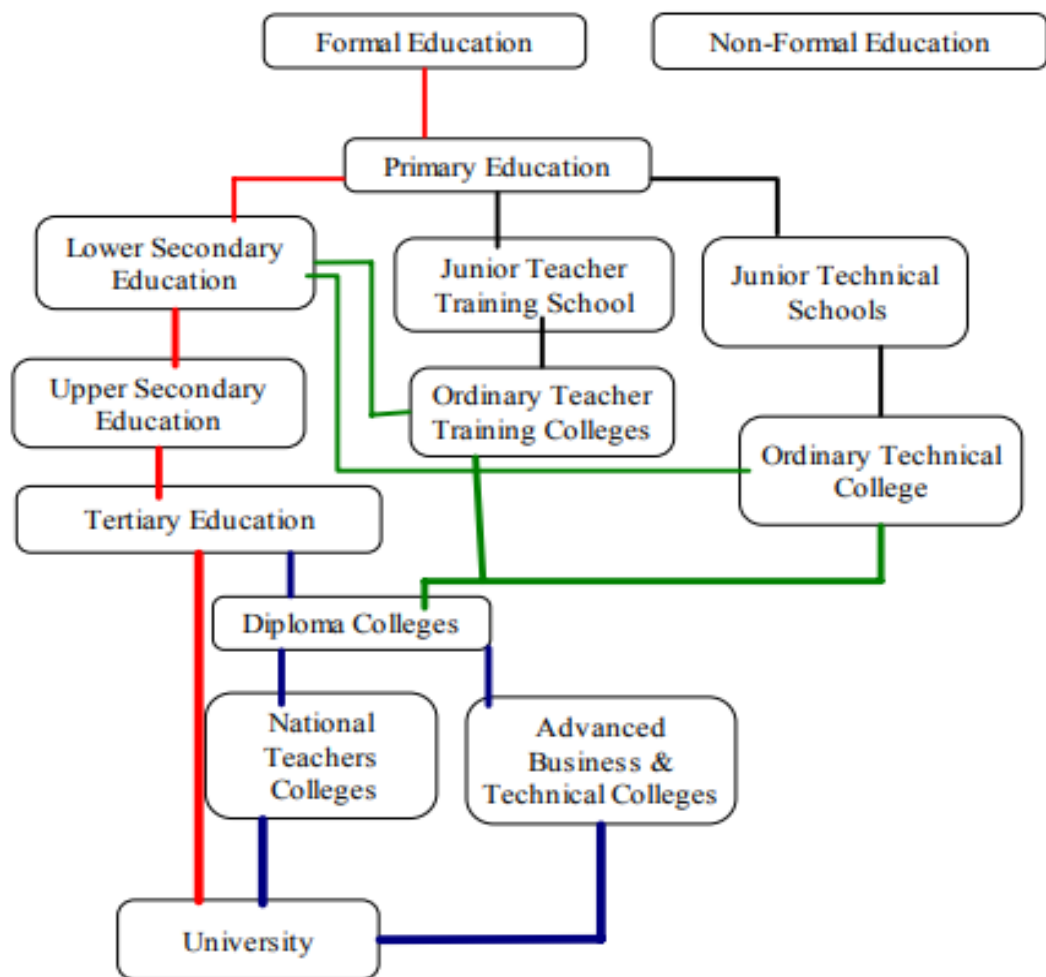
**Figure 1.3: Location of central region in Uganda**



Adopted from UBOS, 2017

As shown in Map 1.1, the Central region is made up of Central 1, Central 2. It is among the 15 sub regions that make up Uganda, others being Ankole, Acholi, West Nile, Busoga, Toro, Kigezi, Bunyoro, Karamoja, Lango, Elgon, Kampala, and Bukedi. The Central region is the largest of all the sub-regions, especially in terms of population density, level of socioeconomic development and concentration of educational institutions at all levels of Uganda's education system summarized in Figure 1.3.

**Figure 1.4: Education system in Uganda**



Adopted from Mugimu, 2004

Moyi (2013) pointed out that Uganda's education system begins unofficially from pre-primary that takes three years in infant class, middle class and top class. However, as shown in Figure 1.3, it officially begins from primary education of seven years after which students can opt for a two-year junior craft and technical education course, also referred to as lower vocational education. Students can alternatively opt to advance to secondary education that takes four years at the lower level (also called O' Level). After completing the lower secondary level,

students can opt either to continue to the upper secondary level or to pursue a two-year course in a primary teachers' college, technical institute, or Government department training college (Liang, 2004; Mugimu, 2004). Those who opt to join the upper level, also referred to as the advanced level of secondary education, take two years after which they can opt to enrol for a two-year course in a Polytechnic, College of Commerce or Teacher College. They can also opt to pursue a three- or five-year course of study in a university.

This system of education evolved from the Central region of Uganda where it was first introduced. This is because this region is synonymous with the traditional Kingdom of Buganda one of whose late kings, Muteesa I (1837–1884), pioneered the introduction of formal education. As stated by Walker in 1917 and reported in the New Vision (2012), Muteesa I was the first African king in East Africa to invite the early Christian missionaries to bring school education to his kingdom. As such, school education first concentrated in the Central region of Uganda longer before it spread to all other regions of Country. This way, the Central region has the largest number of educational institutions at all levels of Uganda's education system. This is illustrated at the secondary education level by the number of both Government and private schools located in this region as showed in Table 1.3.

**Table 1.3: Distribution of secondary schools in Central region by ownership**

| Region                   | Ownership  |         |
|--------------------------|------------|---------|
|                          | Government | Private |
| Buganda (Central region) | 250        | 708     |

Adopted from Ministry of Education and Sports, 2016

From Table 1.3, the Central region had 250 Government and 708 private schools by 2016, and these were the highest numbers in each category compared to other regions. Therefore, access to secondary school head teachers was relatively easy in the Central region compared to other regions in Uganda. With the highest concentration of educational institutions and population density, the Central region has the highest enrolment figures in Uganda. This is illustrated in Table 1.4 at the secondary education level.

**Table 1.4: Distribution of Uganda's population**

| Region   | Population (%) | Secondary school Enrolment (%) |
|----------|----------------|--------------------------------|
| Central  | 28.6           | 35.9                           |
| Eastern  | 26.1           | 24.8                           |
| Northern | 20.8           | 12.0                           |
| Western  | 25.5           | 16.9                           |

Adopted from Ministry of Education and Sports, 2016

Table 1.4 indicates that by 2016, the Central Uganda claimed the largest proportion (28.6%) of Uganda's population compared to other regions, which include the Eastern region (26.1%), Northern region (20.8%) and Western region (25.5%). It also had the largest enrolment, standing at 35.9% of Uganda's total secondary school enrolment compared to the Eastern region (24.8%), Northern region (12.0%) and Western region (16.9%). Even majority of the secondary school instructors were employed in the central region as shown in Table 1.5.

**Table 1.5: Distribution of secondary school teachers by region and school ownership**

| Region            | Number of Teachers by school ownership |         | Total  |
|-------------------|--|---------|--------|
|                   | Government                             | Private |        |
| Buganda (central) | 7,193                                  | 12,690  | 19,883 |
| Total for Uganda  | 21,019                                 | 37,081  | 58,100 |

Adopted from Ministry of Education and Sports, 2016

The statistics in Table 1.5 show that by 2016, the total number of teachers in all the secondary schools in Uganda was 58,100. Most of these teachers (19,883) were in the Central region and of these, 7,193 were in Government and 12,690 were private secondary schools. This proportion of teachers suggested that they, too, were more easily accessible for this study in the Central region compared other regions of Uganda.

In Uganda in general and in the Central region in particular, education is regarded as one of the main sources of empowering citizens to improve their quality of life at the individual, household and national level (Byamugisha, 2006; Byamugisha and Nishimura, 2008; Nishimura and Takala, 2010; Byamugisha, 2011; Tumushabe and Makaaru, 2013; Malango, 2018). It is viewed as the key to improving the productivity, creativity, entrepreneurship, and technological advancement of Ugandans (Musila and Belassi, 2004; Benos and Zotou, 2013). The intermediate role that secondary education plays places it at the core of realizing the purpose of Uganda's entire education. Secondary education is the transition from primary and serves as a preparatory stage for Ugandan students to determine the lines of specialty they eventually pursue at the tertiary and/or university level.



Secondary education plays its transitional role effectively when it is provided adequately regardless of the school type. However, there has been a long-standing perception that the adequacy of education provided by Government secondary schools differs from that of the education provided by private secondary schools. This perception was at first in favour of Government schools (Kavuma, 2012; Asankha and Takashi, 2017). This perception was largely informed by the difference that was markedly evident in the academic grades that students scored from the national examinations administered by the Uganda National Examinations Board (UNEB). These grades scored by students in Government secondary schools were considerably better than those that students in private secondary schools scored (Mwesigye, 2016; Masuda and Yamauchi, 2018).

This perception was persistently evident in the fact that more and more parents started preferring to send their children to Government schools compared to private secondary schools (Balyejjusa, 2014; Masuda and Yamauchi, 2018). It was in 2007 that this perception started changing in favour of private secondary schools. In this year, Uganda became the first sub-Saharan country to adopt free Universal Secondary Education. This adoption suddenly increased the national percentage of secondary schools from 50% before 2007 to 69% in 2011 (Kavuma, 2011). The introduction of free USE in Government schools was based on the recommendations of the donor agencies led by the International Monetary Fund and the World Bank (Molyneaux, 2011). Its adoption led to referring to Government secondary schools as Universal Secondary Education Schools. Accordingly, the terms USE schools and Government schools are used interchangeably in this study.

The adoption of Universal Secondary Education resulted into unprecedented increase in enrolment in Government secondary schools. For instance, total enrolment rose from less than

a half million students to over 2 million students (UBOS, 2017a). As enrolment increased in USE schools, the number of teachers did not. This was because there was a government ban on teacher recruitment due to budgetary constraints (Asankha and Takashi, 2017). Therefore, the total number of teachers in all Government secondary schools was 25,578. Even the instructional infrastructure of the schools was not changed to correspond with the rapidly increasing enrolment (Mwesigye, 2016).

### **1.7 Problem statement**

Uganda has an obligation to provide adequate education needed to prepare its citizens to become a productive work force (NDP II, 2015). Nevertheless, there is a widely held, yet empirically unconfirmed perception that the adequacy of education provided in Uganda differs between Government and private secondary schools. The perceived difference is that either Government or private secondary schools provide inadequate education (Ludi, 2010; Balyejjusa, 2014; Namusobya, 2016; Asankha and Takashi, 2017; Lugaaaju, 2017; Malango, 2018). This perception suggests that either Government or private secondary schools do not effectively fulfil the crucial intermediate role they ought to play between primary and tertiary or university education as presented in Figure 1.3. Therefore, the perception implies that either Government or private schools cripple Uganda's entire education system to empower its citizens to become innovative, entrepreneurial, and productive enough to improve their quality of life and to contribute to the development of their country (Namusobya, 2016). This crippling constrains Uganda's efforts to alleviate poverty and income inequality as stipulated in the NDP II 2040 (NDP II, 2015; Nuwagaba and Muhumuza, 2017). The perception is unfortunately, not empirically backed. The question then is: Is this perception empirically valid?

Extant scholarship suggests that the quality of the exchange relationship that characterises leadership styles applied by school leaders is one of the factors that determine the adequacy of the provided education (Duyan and Yildiz, 2018; Gürlü and Şimşek, 2018). Therefore, this quality could be one of the factors accounting for the difference perceived in the adequacy of education provided by any schools. However, how this quality explains the difference perceived between Government and private secondary schools in Uganda has not been investigated. The question arising from this is: Is this quality one of the factors explaining this difference? This question is posed because this quality has not been analysed particularly from the LMX theory perspective, which maintains that the extent to which any organization (such as a school) achieves its purpose (such as provision of adequate education) is determined by the quality of the LMX that its leaders cultivate with their subordinates (Northouse, 2015). The motivation underlying this study was therefore to answer this question by establishing the validity of the perceived difference in the adequacy of education provided by Uganda's Government and private secondary schools, and how it was explained by the quality of LMX characterising the leadership styles in each type of these institutions. Consequently, the research aim and objectives followed to answer this question were as stated in the following section.

### **1.8 Research Aim and Objectives**

The aim of the study was to compare the LMX quality exchange relationship that characterised the leadership styles used in Government and private secondary schools in Central Uganda, and how this quality explained the difference perceived in the adequacy of education provided by these educational institutions. The specific objectives by which this aim was achieved were the following:

1. To explore views about the nature of leadership styles applied in schools within the context of the LMX theory.
2. To confirm whether there is empirical validity to the difference perceived in the adequacy of education provided by Government and private secondary schools in Uganda.
3. To comparatively establish how the quality of LMX typifying the leadership styles used by head teachers explains the difference in the adequacy of education provided by Government and private secondary schools in the central part of Uganda.
4. To comparatively establish how the quality of LMX quality characterising the leadership relationship between head teachers and their superiors explains the difference in the adequacy of education provided by Government and private secondary schools in central Uganda.

Guided by the research aim and objectives stated above in mind, the study answered the following specific research questions:

1. Is the difference perceived in the adequacy of education provided by Government and private secondary schools in the central region of Uganda empirically valid?
2. How does the quality of the dyadic LMX typifying the leadership styles used by head teachers explain the difference perceived in the adequacy of education provided by Government and private secondary schools in central Uganda?
3. How does the quality of the dyadic LMX characterising relationship between head teachers and their superiors explain the difference in the adequacy of education provided by Government and private secondary schools in the central part of Uganda?

## **1.9 Contributions**

The study makes the following practical and theoretical contributions:

### **1.9.1 Practitioners and policy makers**

At a national level, the study provides Ugandan education policy makers and implementers with empirical information about the validity of the widely held view that the adequacy of education provided by Government secondary schools differs from that of the education provided by private secondary schools. This information could act as a basis for these policy makers to appreciate this perception and how to address it.

The Government of Uganda has a vision to eradicate poverty through education policies and reforms designed according to ‘Vision 2040’ translated into five-year National development plans for 30 years. These policies include those intended to increase the access to quality services such as primary and secondary education (The World Bank, 2015). The findings of this study provide a basis about how the perceived difference can be addressed through leadership training programmes that promote high quality-LMX relationship by which adequate education is provided in all secondary schools regardless of whether they are in the Government or private sector.

Furthermore, Government and private secondary school leaders and superiors could use the findings to appreciate how the quality of the exchange relationship they cultivate explain the difference in the adequacy of education provided in schools. They can use this appreciation to make appropriate adjustments in the manner in which they influence their subordinates. Likewise, on a wider level, the findings of the study could act as a basis for educational and

business practitioners to appreciate how they can eliminate the difference in the adequacy of their service or product systems through the leadership styles they apply.

### **1.9.2 Scholarly work**

The study has demonstrated how Dulebohn et al., (2012) LMX theory applies within the context of private and Government school settings in Uganda. This context can serve as a basis that leadership researchers, academicians and students can use to conduct further studies about leadership behaviour. Specifically, the findings will be a source of literature that can be used to enrich new studies. This study is particularly useful to researchers because from the literature reviewed, the range of literature about education in Uganda is still narrow in the context of the LMX theory.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter provides a review of literature on the relationship between leaders and their followers as defined by superior-subordinate interaction and applied leadership styles, with a specific focus on LMX theory. This review is shaped and guided by a need to appreciate what previous theoretical and empirical research has covered in order to avoid replicating it, but to instead use it as a basis for identifying and justifying the gaps filled by this present study. The gaps are particularly identified in extant literature on the quality of dyadic LMX characterising superior-subordinate relationship and leadership styles as well as on how this quality influences subordinate performance and subsequently, that of organisations such as secondary schools in Uganda. Consequently, the chapter is organised in such a way that it begins with the LMX theory, its development, criticisms, how they have led to its refinement over time, and how it applies to the present-day organisational contexts. The chapter also covers a review of leadership styles used in organisations, adequacy of education provided by schools and the difference in this adequacy between different types of schools.

### **2.2 LMX theory**

#### **2.2.1 Development of the LMX theory**

Different versions of the LMX theory have been developed to explain how the quality of the relationship between a leader and followers influences group, team or organisational performance. The first version was proposed by Dansereau et al. (1975) based on the findings of their longitudinal study which concluded that the anticipated behaviours shown during the dialogs are drawn upon the latitude the leader gives to the subordinate to discuss at liberty in their relationship. These researchers referred to their version as the Vertical Dyad Linkage

Theory of leadership, where the quality of the dyadic relationship of a leader formed with others has a significant effect on how the two work together to attain a common goal. By ‘others’, this version refers to all individuals who interact with a leader either as followers, subordinates or superiors entrusted with the responsibility to supervise, inspect, advise or regulate what a leader does. Applied to leadership exercised in context of the Ugandan secondary education system described by Bwangato (2015), a leader refers to a head teacher or chairpersons of school Boards or PTA, and followers or subordinates refer to teachers.

Dansereau et al. (1975) asserted that the dyadic exchange relationship develops in three-stage processes, which include role-taking, role-making and routine. These scholars defined the role-taking stage as one that involves a leader assessing the abilities of subordinates and giving them opportunities to prove themselves. The role-making stage involves a leader and subordinates negotiating informally on the roles and issues related to the tasks they have to do and the goals they aim to achieve as a unit or organisation. Dansereau et al. (1975) observed that the routinisation of the working culture occurs as the exchange relationship between a leader and subordinates solidifies. These theorists dichotomised the exchange relationship into two groups, namely, in-group and the out-group. They noted that the in-group consists of subordinates who happen to blend well with the leader in terms of their compatibility with the leader.

This in-group is characterised by high-LMX quality defined by high mutual trust, respect, openness, communication, and loyalty to responsibility, sharing work and involving subordinates in decision-making to support leaders’ goals towards the organisation (Rockstuhl et al., 2012). The high LMX quality associated with in-group results into job satisfaction, organizational citizen behaviour, work commitment, enthusiasm, high productivity, and



effective organizational goal attainment (Ilies et al., 2007; Power, 2013; Erdogan et al., 2014; Rosse and Kraut, 2014).

Conversely, the out-group consists of subordinates with whom a leader develops only a supervisory relationship. This implies that the leader-subordinate interaction is epitomised by a leader issuing task-allocation-instructions to subordinates and ensuring that subordinates execute instructions (Dansereau et al., 1975; Besigwa, 2011; Eikenberry, 2013; Chen and Wang, 2017). This exchange relationship was highly formal, typified by use of legitimate reward and coercive power and authority. The superior just replaces whoever complains about the issued instructions (Hernandez, 2016; Chen and Wang, 2017). The LMX quality associated with out-group is defined by an extremely cold and distant leader, which discourages subordinates to perform optimally and achieve effective organisational outcomes.

The Vertical Dyad Linkage version of the LMX theory has received support as an acceptable variant in some situations where achieving desired group or organisational outcomes depends more on the leader than the followers – a situation which Alvesson (2011) refers to as leader-centric such as when the followers are still new or novices are need guidance and direction to perform effectively. Another situation where the leader-centric approach to LMX is acceptable is provided by Einola and Alvesson (2019). These scholars observed when followers perceive their leader as good, they automatically develop trust which makes they carry out their roles enthusiastically regardless of the leader behaves towards each of them. In this situation, it becomes totally up to the leader to choose which followers to trust, bond emotionally with and give more support than others in order to achieve what he or she wants from them (Einola and Alvesson, 2019). The presence of these followers was explored for the leaders in Ugandan

Government and Private secondary schools as basis for understanding how it influenced the adequacy of education provided by these schools.

In another study that gave credence to the Vertical Dyad Linkage version of the LMX theory, Alvesson (2020) found that a leader-centric approach tends to be better when a leader is proactive but is leading followers who are passive. In this case, it is up to the leader to identify followers he or she can work through to get the assigned tasks done (Einola and Alvesson, 2019). Research has also shown that even where a leader has an upper hand and followers have a lower hand in outcomes expected from the performed tasks, a leader can choose which followers to interact with in a more emotional, trust-based and supportive manner (Day and Misencenko, 2016). Drawing upon these observations, the study investigated how superiors and head teachers of Uganda's private and government schools perceived their followers, and how the perception influenced the quality of the Vertical Dyad Linkage they established with them in the process of motivating them to perform assigned school tasks.

### **2.2.2 Criticism against the first version of LMX theory**

The Vertical Dyad Linkage version of the LMX theory has been criticized in that it delineates the exchange relationship in a leader-centric manner. It focuses on only the leader's side, thereby describing only the leader's compatibility with subordinates without delving into the characteristics that subordinates bring to this exchange relationship and how they (the characteristics) influence it to work or not to work (Gottfredson and Aguinis, 2016). It pays negligible attention to the subordinates, yet according to Kellerman (2008), followers play a significant role in determining the quality of the relationship between them and their leader. The followers can deliberately behave as isolates (completely and intentionally detached from a leader), bystanders (observers, just looking on without doing anything substantial),

participants (engaged productively in the relationship), activists (feeling strongly active for or against their leader), and diehards (deeply devoted to their leader) (Heskett, 2008). In fact, Meindl (1995) argues that it is even the followers that have a more powerful influence on the quality of the social relationship that develops between them and their leader. If they choose to support the leader, the dyadic relationship becomes stronger and effective. If they choose to be apathetic or resistant, the quality of the relationship is bound to be poor and unsuccessful. Therefore, not paying attention to these potential forms of follower behaviour when describing the quality of the leader-follower relationship is a critical weakness of the Vertical Dyad Linkage version of the LMX theory.

In addition, even when the Vertical Dyad Linkage version of the LMX theory leader-centric, it does not specify the leader-characteristics that contribute to the emotional bonding which the leader cultivates with some subordinates while distancing from others. Dansereau et al. (1975) focused on only the attributes of the LMX itself, including trust, emotional bonding, and respect.

### **2.2.3 Refinement of the Vertical Dyad Linkage**

Different scholars have made contributions to refining the first version of the LMX theory. Graen and Uhl-Bien (1995) were instrumental in refining the LMX theory. They conducted a study on how the quality of the exchange relationship between a leader and subordinates affected task performance. Graen and Uhl-Bien concluded that prescriptive practice within role making, playing and routine influenced the quality of the LMX through positive variables such as employee motivation, job satisfaction, organisational commitment, and job performance, amongst others. This suggested that the LMX theory needed to focus on the attributes of the subordinates rather than focusing on only a leader's perspective.

Other authors who suggested a refinement of the LMX theory were Gerstner and Day (1997). From a meta-analytic review of 79 studies, these scholars observed that the quality of the exchange relationship advocated by the Vertical Dyad Linkage theory focused on similarities and differences in the attitudinal characteristics of a leader. Nevertheless, the quality of the LMX was highly influenced by subordinate attitude toward and perception of a leader. Gerstner and Day found that when subordinates have a positive attitude towards their leader, it makes them perceive the assigned roles positively, which enhances their commitment to accomplishing them. In contrast, a negative subordinate attitude toward a leader makes them develop suspicion, hatred, resentment, or avoidance that adversely affects their job performance. From these observations, Gerstner and Day argued that it is appropriate to explore subordinate attitude toward a leader as an integral part of the LMX theory.

Hensley and Burmeister (2010) supported Gerstner and Day, adding communication as another aspect that needs to be integrated into the LMX theory. Hensley and Burmeister argued that the manner in which subordinates evaluate a leader's communication of assignments and performance evaluation feedback determines the quality of the LMX they associate with him or her. A leader who delivers performance appraisal feedback empathetically, respects subordinate feelings, listens attentively and understandingly, and appreciates subordinates' work and views is associated with high quality LMX because he/she makes them feel valued, praised, complimented, and positively criticised, which encourages them to perform better. According to Tschannen (2004), subordinates respond to this quality of communication with enthusiastic reciprocation and to Ferrucci (2006), they react with a strong sense of connectedness, perceiving their leader as a role model, which motivates them to perform effectively.

The importance of communication was further underscored by Walthall and Dent (2016). These researchers observed that for a leader to build a motivating dyadic relationship with subordinates, he or she has to use communication that promotes a negotiating attitude, which convinces followers to contribute their effort and other forms of input to their relationship with him or her, thereby making it effective in terms of both fulfilling their respective roles and responsibilities. The negotiating attitude of a leader is so vital the established LMX quality that some studies have used it to measure this quality (Bhal, 2006; Olsson, Hemlin & Pousette, 2012).

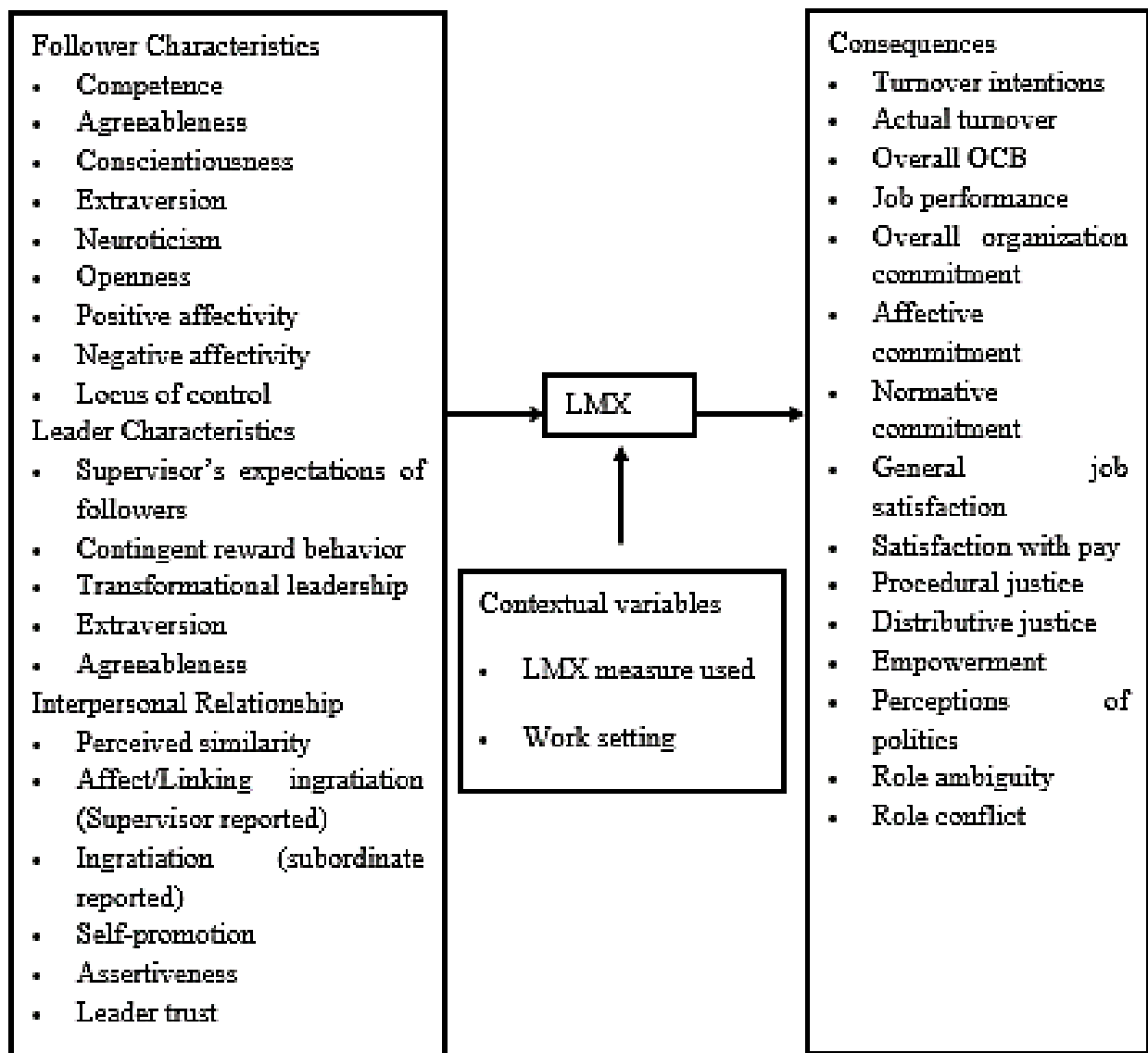
In contrast, a leader who negatively criticizes, degrades, and despises subordinates cultivates poor quality LMX and low follower performance. Similar observations appear in the work of several researchers (Abwalla, 2014; Nyiha, 2015; Shamaki, 2015; Atsebeha, 2016; Mahdy, 2016; Nyenyembe et al., 2016; Aunga and Masare, 2017; Hussain et al., 2017; Wachira, Gitumu and Mbugua, 2017; Wilson, 2017; Imhangbe, Okecha and Obozuwa, 2018). These observations suggest that the manner in which a leader communicates with subordinates determines the quality of LMX cultivated with subordinates and subsequently, how they perform to enable the group or organization to attain the common goal. Accordingly, this present study examined how leaders in Ugandan secondary schools communicated with subordinates, and the quality of their communication influenced the adequacy of education the schools provided as their purpose.

Dulebohn et al. (2012) used a meta-analysis of 247 studies that had raised criticisms against the first Vertical Dyad Linkage version to expand it. These scholars maintained that the quality of the LMX plays a major role in the success of leadership but added personal characteristics

of the leader and subordinates to those of the relationship between them. Dulebohn et al. also identified 16 outcomes likely to be realised, depending on the nature of the interplay of the identified characteristics. This way, they developed another version of the version of the LMX theory as summarised in the Figure 2.1 on the next page.

As depicted in Figure 2.1, Dulebohn et al. (2012) identified six subordinate attributes they found to have a significantly positive correlation with LMX quality. These included: competence, agreeableness, conscientiousness, extraversion, locus of control, positive affectivity, and openness. These theorists noted that leaders easily cultivated a high-LMX quality with subordinates who had these attributes and that this encouraged realisation of positive outcomes. The subordinate characteristics that made leaders cultivate low-LMX quality included negative affectivity and neuroticism, and these led to poor outcomes. Dulebohn et al. (2012) showed that with respect to leaders, the attributes that affect the quality of the LMX in a significantly positive manner include: supervisory expectations of their subordinates (followers), transformational leadership, displayed contingent reward behaviour, extraversion, and agreeableness. These theorists noted that the more realistic a leader's supervisory expectations are, the more appropriate a leader's rewards to subordinates are, the more positive the change a leader introduces is, and the more amiable and outgoing the leader is, the better is the LMX and subsequent outcomes. The reverse is also true.

**Figure 2.1: Dulebohn et al. 2012 LMX theory**



Adopted from Dulebohn et al., 2012.

Dulebohn et al. (2012) further observed that the attributes of the interpersonal relationship that determine the quality of the exchange relationship between a leader and subordinates include perceived similarity, affectivity or liking, integration, self-promotion, assertiveness, and leader trust. These exchange relationship attributes do not differ much from those identified by the Vertical Dyad Linkage version. Dulebohn et al. (2012) referred to them as the main indicators of the quality of the exchange relationship and therefore, the core determinants of its success

or failure. As a result, the outcomes or consequences Dulebohn et al. (2012) identified include turnover intentions, actual turnover, affective commitment, normative commitment, overall organizational citizenship behaviour, general job satisfaction, satisfaction with supervisor, satisfaction with pay, procedural justice, distributive justice, empowerment, perception of organisational politics, role ambiguity, and role conflict. The researchers noted that a good quality exchange relationship reduces turnover intentions and actual turnover, role ambiguity and role conflict, and promotes other attributes, leading to better outcomes. Dulebohn et al. (2012) concluded that the nature of the various attributes identified by the second variant of the LMX theory determines the quality of the LMX between a leader and subordinates. It also explains the nature of the outcomes realised by organisations.

Researchers such as Erdogan et al. (2015) and Rosse and Kraut (2014) re-examined this version of the LMX theory from the subordinate perspective and concluded that it is largely valid. They also found that subordinates perceive the quality of LMX as supportive when a leader allows them to get access to the resources needed to perform assigned tasks as desired, and to make decisions related to their roles. Otherwise, subordinates perceive the quality of the LMX as unsupportive, and they are likely to register ineffective and inefficient role performance. Consequently, Erdogan et al. (2015) and Rosse and Kraut (2014) noted that the LMX theory needed to be revised to include how subordinates perceive relationship with their leaders.

Further refinements were identified by Graen and Canedo (2016) who added the level of teamwork as another measure of the LMX quality. These researchers showed that when leaders are given a chance to select followers, they select those they consider best to work with, and make offers which the selected subordinates can accept or reject. Those who accept become team members and start to interact in a way that makes them develop strong emotional



attachment to their leader. The attachment is reflected in the team members' description of their relationship with the leader as one of mutual respect for competence, trust in character and benevolence toward each other. It is also manifested in subordinates' loyalty to their leader (Bauer and Ergoden, 2015), which depicts what Kelletmann (2008) referred to as diehards or deeply devoted as diehards Heskett (2008) termed them. According to Allison (2016), such LMX is typified by team but not individualistic performance, cooperative but not independent responsibility, participative rather than autocratic decision-making, and supportive rather than laissez-faire leaders. Similar views were echoed in (Aleksić et al., 2016; Day and Miscenko, 2016; Strukan and Nikoli, 2017). Drawing upon these theorists' analyses, it was necessary to investigate the effect when in Government and private secondary schools to influence the provided education.

In conclusion, the LMX theory explains the quality of the exchange relationship between a leader and subordinates and how this quality influences subordinate performance and subsequently, that of the group or organisation. This theory has been refined to include as many aspects as can identified to define the quality of the LMX typifying any leader and subordinates. Therefore, this present study drew on the more elaborate version Dulebohn et al. (2012) developed supplemented by the attributes added by different scholars (Aleksić et al., 2016; Allison, 2016; Day and Miscenko, 2016; Strukan and Nikoli, 2017). The elaborate version was adopted to investigate the quality of the LMX typifying the relationship between the leaders and subordinates in Uganda's Government and private secondary schools beyond the three attributes (trust, respect and emotional attachment) identified by the original version. It is imperative to note that the quality of the LMX does not take place by itself as the LMX theory seems to suggest. In practice, this quality is manifested in the leadership styles used by leaders to influence their subordinates (Ddungu, 2006; Magee, 2012; Tilahun, 2014). Therefore, this

study compared the quality of the LMX that epitomised the leadership styles applied by leaders in Uganda's Government and private secondary schools and how it accounted for the perceived difference in the adequacy of education that these institutions provided. For this reason, effort is made to review on leadership styles.

### **2.3 Leader-member-exchange characterising leadership styles**

Previous studies have shown that the quality of the exchange relationship between a leader and subordinates is largely manifested by the used leadership style (Newstrom and Davis, 1997; Ddungu, 2006; Rautiola, 2009; Cherry, 2010; Kariuki, 2013; Lauritsen, 2014; Boampong et al., 2016; Day and Misencenko, 2016; Kyomuhangi, 2016; Northouse, 2016; Omar and Kavale, 2016; Smith, 2016; Aunga and Masare, 2017). This is because it is a leader style that defines how a leader personally influences subordinates towards a common purpose (Kyomuhangi, 2016). It is a leadership style that defines how a leader communicates, directs, allocates assignments, and motivates subordinates to execute them to achieve group, team or organizational goals (Aunga and Masare, 2017). These studies suggest in essence that a leadership style defines the LMX quality a leader cultivates with subordinates in the process of influencing them to attain a common goal. However, none of the studies delved into this quality. This is why this present day analysed the LMX quality characterizing leadership styles used by head teachers and their superiors and compared it between Government and private secondary schools in Central Uganda.

The focus on comparing the LMX quality between Government and private secondary schools in Uganda was informed by the observation that even the studies that examined leadership styles used in these schools did not delve into this comparison. In particular, Ddungu (2006), Morrison, (2014) and Elrehail et al (2018) examined different styles of leadership, categorizing

them into charismatic, behavioural and contingency styles. Elrehail et al. (2018) explained that the charismatic leadership style involved a leader using his or her personal qualities to influence subordinates to act towards attainment of a desired goal. These authors identified the qualities as physical qualities (such as appearance, physicality, height, drive, energy, and size among others); personality qualities (such as adaptability, enthusiasm, authoritarianism, introvertism, and extrovertism, others); and social qualities (communication power, motivational power (humour), being considerate, cooperation, tact, courtesy, administrative ability and visionary power, among others). This therefore, commends Alvesson (2011) analysing the context in which the followers view their leaders basing on their vision which could be the person they look up to (founder) to shape their values and beliefs, thus when that very leader has admirable qualities it results into relationship perceived by followers.

The charismatic leadership, also referred to as personal traits-based leadership had been criticised based on its assumption that great leaders are born not made as well as the lack of consensus about what this leadership entails (Toode, 2020). The emergence of behavioural leadership led to dispelling charismatic leadership based on a new paradigm it introduced by asserting that leaders were not born, but could be made through training (Toode, 2014). Subsequent scholars started considering charisma as an out-dated a way of thinking about leadership (Fragouli, 2019). In addition, its dark side or disadvantages had led scholars to reconsider thinking that charismatic leaders were heroes; they found that charisma breeds narcissism, increases risk levels by introducing instability and uncertainty into decision-making processes (Zhang, Liang, Tian and Tian, 2020), and pushes leaders to manipulate followers to breach the ethics, which may cause performance failures (Howell and Boas, 2005).

However, it gained resurgence after it became increasingly clear even when leadership skills could be acquired, a leader's positive charisma was indeed a key factor in the extent to which he or she motivated followers to higher levels, thereby producing greater positive results from them (Frost, n.d). Research has shown that charismatic leaders have emotional energy (Toode, 2014) or a secret ingredient (Hosu, 2012) that enables them to cope with cognitive and emotional challenges to produce positive outcomes (Banks et al. 2017). Charismatic leaders are likely to build an egalitarian, non-exploitative, and altruistic organizational culture (Fragouli, 2019) based on self-driven positivity and contagiously inspiring relationship established with followers (Toode, 2020). These observations suggest that charismatic leadership can be associated with both negative and positive LMX quality, depending on how it is exercised.

Ddungu (2006) noted further that the behavioural leadership style involves a leader influencing follower either by showing concern about their personal needs or through being overly concerned about what is required of them in order to achieve a common goal (task-centred or production-centred leadership, also referred to as initiating structure). Morrison (2014) analysed contingency leadership style as one by which a leader influences subordinates depending on the nature of the prevailing situation. Morrison described the situation in terms of leader's facilitation, communication, respect, and concern for subordinates. This researcher further described the situation in terms of the physical attributes of the prevailing environment, task characteristics, and extent humane reflected by leader and subordinates blended. The findings revealed that the more favourable the situation was the more encouraged subordinates were to perform as desired, and vice-versa. While these observations suggest that subordinates perform better in a favourable leadership situation, they do not highlight the quality of exchange relationship associated with the situation, a gap scrutinized in this present study.

In addition, Advani and Abbas (2015); Hargis, Wyatt, and Piotrowski (2011) analysed the behavioural qualities defining a transformational leadership style, identifying them as individual consideration, inspirational motivation, intellectual stimulation, and idealised attributes. These researchers agree that individual consideration is manifested in leadership qualities such as a leader being considerate, understanding, paying attention to their needs and supporting subordinates by meeting their needs at the individual level. According to Ahmad et al. (2014), a leader demonstrates individual consideration by attending to each of the followers' psychosocial needs by acting as their mentor, listening to their concerns and grievances, giving them empathetic support, keeping open communication, and allocating positive challenges. Likewise, Alvesson (2020) considered this as upbeat behaviours that the leaders use to persuade subordinates or followers to foster trust depending on what the leaders has showed, thus making subordinates accommodative in their tasks done, which in this study was allowing adequate provision of education. However, the outcomes are distinguished depending on the perceptions reciprocated from these behaviours to genuinely allow adequacy in the organisations, which in this study, is private and government secondary schools in Uganda.

Ahmad et al. (2014) observed further that intellectual stimulation involves a leader encouraging followers to be creative and innovative in solving problems confronting their group or organisation. It also involves a leader challenging his or her subordinates' assumptions, soliciting their ideas when taking risks, and arousing their ingenuity while encouraging their creativity (Jyoti and Bhau, 2015). To supplement the analysis of Ahamad et al. (2014), Alvesson (2016), comprehends that positive leadership behaviours in the relationship regards them to have stronger control in the relationship with subordinates, to influence positive outcomes towards the organisation common goals, for this study it would be adequate

education provision of private and secondary schools in Uganda. Subsequently, a leader nurtures and develops subordinate independent thinking (Jyoti and Bhau, 2015; Alvesson, 2016; Jiang, Zhao and Ni, 2017). Regarding inspirational motivation, researchers have observed that it involves a leader articulating a vision in an appealing, inspiring, precise, understandable manner that engages subordinates (Endriulaitiene and Stelmokiene, 2016). The leader also sets high performance standards, communicates optimism about future goals, provides meaning for the task at hand, and encourages subordinates to believe in their abilities (Thompson and Webber, 2016). However, Alvesson (2020) contended with some of the unrealistic expectation of the subordinates, this erudition reflected in the relationship, in some countries or working contexts subordinates perceive it frustrating and constrains subordinates from contributing in decisions since the leaders is perceived to have a stronger power of knowledge regarding practices that are used in managing adequacy in the organisation, in this study adequate education provision in private and secondary schools in Uganda.

A leader demonstrates idealised influence by influencing subordinates through being exemplary, ethical and by instilling a sense of pride in them. The leader's behaviour makes subordinates admire, respect and trust him or her as a role model worth emulating (Cavazotte, Moreno and Bernardo, 2013; Mwambazambi and Banza, 2014). Hughes (2014) summarised idealised influence as the subordinates' personification of their leader's values, beliefs and ways of doing work that contributed to the pursued mission and vision. To note about the attributes of a transformational leadership style described by the researchers cited above is that they suggest that leaders who apply cultivate a favourable LMX quality. This is the suggestion this present study sought to confirm.

Besides the transformational leadership style, Cherry (2010) identified three leadership styles, namely autocratic, paternalistic, and democratic leadership styles. This author noted that the application of each of these leadership styles depends upon the prevailing circumstances; leaders use any of them as long as it is appropriate to influence subordinates to contribute their energies towards realizing desired outcomes. Cherry (2010) indicated that the autocratic leadership style is the same as the authoritarian style, explaining it as one by which a leader influences subordinates by giving them instructions that clearly articulate what is to be done. This leadership style has however been criticized to be abusive in nature of supervision (Kiazad et al., 2010). It is mirrored in McGregor's Theory X (Lewin, 2017), and in Taylorism or scientific leadership style that draws on formal authoritarianism and use of formal authority and power in the process of issuing instructions and commands to subordinates (Lauritsen, 2014). The leader makes decisions independently or unilaterally, treats subordinates distantly and mechanistically, ensuring that they perform out of obedience to the exercised formal authority and issued decrees rather than willingness (Cherry, 2010).

In support, MichealPage (2017) added that with the autocratic leadership style, the leader designs and allocates work to subordinates without involving them, ensures that they do the work without question, and does not listen to them even when they are providing better ways of doing the work. The leader is excessively concerned about task execution, uses strict supervision and monitoring (MichealPage, 2017). Furthermore, the autocratic leader focuses on putting working facilities in place but does not mind about subordinates' welfare conditions (Wabwire, 2018). Similar observations appear in Freifeld (2013), Nguyen et al. (2015), and Mullins (2002). These observations seem to associate the autocratic leadership style with unfavourable LMX quality. This is the association that this present study investigated in Government and private secondary schools in central Uganda.

Research has further shown that although the authoritarian style results into well-managed performance in initial stages (Zaineb, 2010), it tends to be resented by especially competent subordinates as they get weary of it due to limiting their freedom in decision-making and restraining their creativity, innovation and initiative (Ogunola, Kalejaiye and Abrifor, 2013). The autocratic leadership style is also referred to dictatorial leadership style or as paternalistic leadership style, especially when the latter involves the use of authoritarian power (Joseph, 2014). The use of autocratic leadership style has however, been linked to lack of subordinate innovativeness, motivation and loyalty to the leader (Ekong, Olusegun and Mukaila, 2013; Nwadukwe et al., 2012).

It is vital to note that the foregoing studies treated autocracy as a single leadership style, but according to Nanjundeswaraswamy and Swamy (2014), this is not the case. Nanjundeswaraswamy and colleague observed that autocracy has two sub-styles one of which is the directive autocratic leadership style. To these researchers, directive autocratic leadership style is overly task-minded and uses unilateral decision-making and close supervision of group members to ensure that the assignments are accomplished. The other is the permissive autocratic leadership style, which involves making decisions unilaterally, but giving group members some latitude to carry out their work. These observations suggest that the autocratic leadership treats all subordinates as members of the out-group, but not at the same level. However, how any of these leadership styles features in Government and private secondary schools in Central Uganda is not explained, particularly in a comparative manner.

Apart from autocracy, previous research identified a democratic leadership style, also referred to as a participatory leadership style (Cherry, 2010). This leadership style involves a leader



giving guidance to subordinates, participating with them in the execution of work and allowing their input in decision-making (Grimsley, 2014). According to Wabwire (2018), it encourages subordinate freedom to share ideas about how the work should best be executed. This is because it involves a leader holding meetings for collective decision making that gives subordinates opportunities to share ideas about work scheduling and execution (Fuxi, 2013; McGuire, 2005; Pathack, 2005). This suggests that the democratic leadership style encourages cooperation that the LMX theory associates with in-group exchange relationship. Some researchers such as Nanjundeswaraswamy and Swamy (2014) have however, shown that this rather generalized observation does not hold for all kinds of democratic leadership.

According to Nanjundeswaraswamy and Swamy (2014), the democratic leadership style has two sub-styles. One is the directive democratic style, which involves making decisions in a participative manner characterised by close supervision of group members. Another is the permissive democratic leadership style that involves making decisions in a participative way and giving subordinates latitude to carry out their work. These observations suggest that a leader using a permissive democratic leadership style has trust in subordinates while the one who uses the directive democratic leadership does not have it.

Besides the leadership styles reviewed thus far, there are others identified in scholarly work of Bogler (2001), Oshagbemi (2008) and Freifeld (2013). Referred to as the three Ds, these leadership styles include Directing, Discussing, and Delegating. According to Freifeld (2013), the directing style involves a leader encouraging desired performance by requiring subordinates to listen and follow directions. It involves one-way communication from leader to subordinates through the use of verbal or written instructions, coaching subordinates and demonstrating desired behaviours to them. With this leadership style, decision-making occurs through only

the leader defining the problem, evaluating options, and choosing the best option for subordinate (Bogler, 2001). This leadership style appears to be associated with the quality of LMX that is similar to that which epitomizes the directive democratic leadership style.

With Discussing, the leader encourages critical thinking through holding meetings with and asking employees to brainstorm and develop solutions to a problem, opportunity, or issue at hand (Sagie and Aycan, 2003). Communication is not only two-way between the leader and subordinates but also multi-way amongst subordinates. The leader asks questions and encourages subordinates to improve performance based on mutually agreed decisions (Sagie and Aycan, 2003). There is collaboration and working together about problems using jointly agreed solutions. The leader recognizes and praises subordinates who express creative ideas clearly and succinctly, and seeks to build on them towards logical conclusions (Bogler, 2001; Sagie and Aycan, 2003; Freifeld, 2013). There is high quality dialogue, articulation of expectations, and mutual support towards attainment of shared vision (Turner et al., 2002; Shields, 2004; Jean-Marie, Normore and Brooks, 2009; Turan and Bektaş, 2013; Mişkolci, Armstrong and Spandagou, 2016; Ross, Lutfi and Hope, 2016; Carter and Abawi, 2018).

The Delegating style involves a leader empowering subordinates by assigning tasks and allowing them to execute them independently, either individually or in groups (Freifeld, 2013). With this style, communication involves a leader praising and rewarding subordinates who work well independently by meeting deadlines and producing quality work. This style is similar to *laissez faire* (Pyzdek and Keller, 2003; Ghiasa and Aijaz, 2012). It follows the rationale of Douglas McGregor's Theory Y, which postulates that leaders do not have to both subordinates because they like to work and can do so unsupervised, unmonitored, but through self-direction, self-control, self-satisfaction based on seeking responsibility, creative problem solving and

intellectual potential (Mukoma, 2003; Guangco, 2010; Mlambo, 2012). These observations suggest that with the Delegating leadership style, the quality of the exchange relationship between the leader and subordinates is at its lowest. This was probed in this present study within the comparative context of Uganda's Government and private secondary schools.

In addition to the foregoing leadership styles, Hay-McBer cited in Cardinal (2013) identified another set of others, which include the coercive, authoritative, affiliative, participative, and pacesetting leadership styles. Hay-McBer however, discussed these leadership styles without paying attention to the quality of the exchange relationship typifying each of them and how this quality differs across different organisations pursuing the same purpose such as Government and private secondary schools. The same applies to Tatum (2014) who identified collaborative leadership style, explaining that it involves a leader promoting unity and teamwork with and among subordinates by combining their strengths. The same criticism can be raised against a number of studies that have examined how the collaborative leadership style features schools (Cranston, 2001; Waldron and Mcleskey, 2010). Even when these studies indicate that this leadership style involves school principals seeking cooperation with teachers and other key stakeholders such as superiors and parents, they did not delve into the quality of LMX relationship the principals cultivate when seeking for this collaboration.

Other leadership styles identified in extant literature is bureaucratic leadership style (Cheng and Chan, 2000; Caldwell, 2005), and transactional and transformational leadership styles (Hackman and Michael, 2009). According to Bass (2008), a transactional leader sets goals and targets for subordinates, articulates explicitly what is expected of them, and how they are to be rewarded for their efforts and commitment. Such a leader provides constructive feedback to maintain task performance. This leader focuses on increasing efficiency of the established

routines and procedures and works within the existing rules rather than making changes to the structure of the organisation (Hargis, Wyatt and Piotrowski, 2011). These observations suggest that the transactional leadership style has a positive effect on the ability of an organization to pursue its purpose. Unfortunately, they do not explain the quality of LMX associated with it, a gap that this study attempted to fill within the comparative context of Government and private secondary schools in central Uganda.

With respect to the transformational leadership style, a leader engages with subordinates, focusing on satisfying their higher order intrinsic needs, and raising their consciousness about the significance of using new and better ways of achieving desired outcomes (Odumeru and Ogbonna, 2013). The leader focuses on proactive behaviours that include providing a sense of mission, working to improve organisational culture, tailoring it to new ideas, and ensuring that subordinates achieve objectives through higher ideals and moral values which motivate them to prioritise organisational interests over personal interests (Turner et al., 2002, Alvesson, 2011).

Generally, extant literature indicates that different leaders, including those in schools, use different leadership styles to influence their subordinates to act toward goal attainment. These include the different versions of the autocratic, democratic, and laissez faire leadership styles. While literature explains how each of these leadership styles is used and how it affects the pursuit of an organisation's purpose, it hardly delves into the quality of LMX relationship associated with each leadership style, particularly in a context that compares this quality between government and private schools. It is for this reason that that this present study compared the quality exchange relationship that typified the leadership styles applied in Government and private secondary schools in Central Uganda, and how this quality accounted

for the adequacy of education provided by these schools. The comparison was guided by the literature reviewed in the next section.

## **2.4 Leadership styles and adequacy of education**

A number of studies have been conducted about the influence of leadership styles used by head teachers on the ability of a school to provide education (Leithwood, Harris and Hopkins, 2008; Ibrahim and Al-Taneiji, 2012; Tisdale, 2012; Animut, 2014; Machumu and Kaitila, 2014; Nyamboga et al., 2014; Isundwa, 2015; Shortridge, 2015; Yahya, 2015). However, most of these studies used a quantitative approach, but not a qualitative method that provides more detailed analysis. In addition, they measured the influence of leadership styles in terms of what leaders did, but not in terms of the quality of the relationship the leaders cultivated with subordinates. In addition, the studies measured adequacy of education in terms of the performance a school attained in form of student academic achievements or grades. While students' academic achievements constitute a widely acceptable measure of educational adequacy, they do not reflect the exact measure that is directly influenced by the quality of LMX. This quality influences head teachers and teachers by either motivating or demotivating them to perform their respective roles that translate into students' achievements (Duyan and Yildiz, 2018; Gürler and Şimşek, 2018). So, instead of using students' achievements to measure educational adequacy as previous studies did, this present study analysed it using the level of subordinate motivation caused by the quality of LMX typifying the leadership styles applied by head teachers or their superiors. The fact that the studies cited above did not delve into the perspective used in this present study is illustrated henceforth.

To begin with, Animut (2014) investigated the relationship between leadership styles used by head teachers and the performance achieved by secondary schools in Ethiopia. Findings

revealed that democratic leadership style had a positive influence on how the schools provided education to students and on student achievements. The influence of the autocratic and laissez-faire leadership styles was however, negative. Evidently, this study focused on leadership styles per se, but on the LMX quality that characterised them, the gap that this present study filled. In addition, Leithwood, Harris and Hopkins (2008) analysed the effect of leadership styles on teaching and students' willingness to engage in learning and achieve desired educational performance. Their findings revealed that the leadership styles head teachers used to relate with teachers affected staff motivation, working conditions and subsequently, student commitment to learning, which ultimately influenced the student's performance. However, while Leithwood, Harris and Hopkins (2008) analysed the effect of democratic and autocratic leadership styles, did not examine the quality of LMX associated with these styles. Besides, their analysis was not comparative and therefore, did not delve into whether adequacy of education provided by schools could differ as a result of the LMX quality associated with the applied leadership styles.

Furthermore, Ibrahim and Al-Taneiji (2012) established a significant and positive correlation between a leadership style used by a head teacher and the overall performance achieved in the provision of education by a school. Specifically, Ibrahim and Al-Taneiji's (2012) results indicated that transformational and transactional styles yielded positive effects, but the impact of passive or avoidant leadership styles was negative. These authors excluded the LMX in their analysis, and focused on only Government schools. Therefore, their analysis did not cover private schools.

Besides Ibrahim and Al-Taneiji (2012), Tisdale (2012) conducted a study in USA that showed that school boards relied much on collaboration with school principals to make decisions that

significantly affected the internal school leadership and its ability to pursue its overall purpose. However, the quality of the collaboration was not analysed. Likewise, Isundwa (2015) conducted study in Tanzania. The findings revealed that the democratic leadership style had a positive influence on the performance the schools achieved through students' academic grades. The influence of the autocratic leadership was positive but weak and that of laissez faire was insignificant and negative. Evidently, these studies analysed only leadership styles, not the quality of LMX typifying them, and measured educational provision in terms of student achievements, not subordinate motivation, and their analysis was not comparative. This present study was hence necessary to fill these gaps based on Government and private secondary schools in Uganda.

Similarly, Nyamboga et al. (2014) revealed a strongly positive relationship between transformational and autocratic leadership styles and educational provision by schools as measured by students' achievements from national examinations. The analysis was quantitative, and therefore, left out the qualitative perspective of the relationship. Furthermore, Yahya (2015) found that in Nigeria, principals practiced a combination of democratic and transformational leadership styles. These leadership styles had strong positive relationship with the academic grades achieved by the schools the principals led. However, Yahya compared leadership styles rather than the LMX quality typifying them.

Furthermore, Obama, Eunice and Orodho (2015) conducted study in Kenya, which revealed that principals who used the democratic and participatory leadership styles encouraged group work and team spirit among their teachers, and this motivated the teachers to teach and help students to learn and perform better. In contrast, the head teachers used the autocratic leadership style were largely dictatorial, and this demotivated teachers. This study was however

conducted on only public schools in Kenya. It left out private schools and considered leadership styles, not the quality of the exchange relationship that characterised them. It was thus essential to cover these gaps by comparing the quality of LMX that characterised these leadership styles and its influence on adequacy of education, based on Ugandan private and Government secondary schools.

In conclusion, previous research suggests that leadership styles used in schools relate with the realised outcomes. It indicates that the democratic, transformational, and collaborative leadership styles are commonly used in schools and that these styles relate positively with school outcomes. On the contrary, while laissez faire and autocratic/dictatorship styles are also used, they relate negatively with school outcomes. However, much of this research analysed leadership styles per se and largely focused on students' achievements as the only outcomes. It did not examine the quality of the LMX typifying the applied leadership styles and how it influences school outcomes, particularly subordinate motivation to provide adequate education. Moreover, most of the studies used a quantitative but not the qualitative approach that tends to provide a more detailed picture of how the leadership styles are applied. Besides, the studies were either conducted in sector setting (private or Government) and within the national context of countries like USA, India, Kenya, Nigeria, and Dubai but not Uganda. Therefore, a comparative analysis of the quality of LMX typifying the leadership styles and how it explains the adequacy of education provided by Government and private secondary school was necessary.

## **2.5 Difference in adequacy of education provided by state and private schools**

Different scholars define adequate education in different ways. According to Ng (2015), adequate education refers to schooling that enables learners to develop their talents and to



acquire knowledge and skills expected of them at a particular level of an education system. Other scholars agree to this definition (Vos, 1996; Peterson, 2009; Benavot, 2012; Schweisfurth, 2013). According to Enser (2017), adequate education refers to enlightenment that creates a lifelong passion for learning. These definitions suggest that adequate education is similar to quality education. That is, schooling from which expected educational outcomes are realised. There are however, writers who define adequate education as a concept that describes a specified minimum educational threshold that should be met in terms of the resources required to enable students to acquire basic knowledge and life skills (Reich, 2006; Anderson, 2007; Satz, 2007; Levinson, 2008; Shields et al., 2017). These writers consider the adequacy of education as the availability of the minimum number of resources from which acceptable level of schooling is attained. Furthermore, the provision of adequate education refers to availing and utilising of the resources that facilitate students to realise expected levels of schooling or enlightenment (Barrett et al., 2006).

Generally, the provision of adequate education is reflected by different indicators. These include sufficient school financing, enough school infrastructure or classroom buildings and office premises for the school administrators and staff members (Teixeira, Amoroso and Gresham, 2017). They also include enough school sports and games facilities (Parnwell, 2015). Other indicators include sufficient classroom furniture, conducive seating arrangements (Hilal, 2015). The indicators also consist of availability of necessary instructional and learning materials, including sufficient and up-to-date library, laboratory and classroom materials (Abdu-Raheem, 2011, 2014, 2016; Abdu-Raheem and Oluwagbohunmi, 2015; Igiri and Effiong, 2015; Parnwell, 2015).

Most of all, teachers who are motivated enough to execute their instructional roles as expected are another resource that forms the linchpin of adequate education (Onyambu, 2014; Han, Yi and Boylan, 2016). Research has actually shown that with every other instructional resource in place but without motivated teachers, no school can fully provide adequate education, since all other resources cannot use themselves to teach students (Meier, 2018). They effectively remain completely redundant. Not even the most recent developments in instructional technology have managed to eliminate the role of teachers (Waddell, 2015; Dcosta, 2018). Where such instructors are physically absent, they are present in form of the teaching instructions they record in audio or video devices made available to students to facilitate their learning (Hussain and Safdar, 2008; Wangui-Mwai, 2015; Kesh, 2017). Besides, it is also teachers who design the modules used by the technology in form of recorded instruction (Waddell, 2015). Motivated teachers are therefore a must in the provision of adequate education (Meier, 2018).

More importantly, the available literature suggests that the difference in the adequacy of education provided by Government and private schools is either a matter of perception or an empirically confirmed fact. Studies that have confirmed this difference include (Watkins and Green, 2013; Isaksen, 2014; Namusobya, 2016; Ngware et al., 2016). As noted previously , while the difference in the adequacy of education provided by state and private schools is still a matter of perception in some countries, it has been empirically confirmed in other countries (Peterson and Somers, 2001; Llaudet, 2006; Lubienski and Lubienski, 2006; Jacob et al., 2008; Ryan and Sibieta, 2010; Deraney and Abdelsalam, 2012; Sandefur, Crawford, 2017; Rong'uno, 2017). However, countries where this difference has been confirmed especially at the secondary school level exclude Uganda. Therefore, this difference in the adequacy of secondary education provided in Uganda is still a matter of perception that begs empirical validation.

It should be noted that the unconfirmed perception is not only in Uganda. It has also been reported in countries such as Great Britain (Green et al., 2010; Douglas, 2012). In particular, Douglas (2012) observed that the difference in the adequacy of education provided by state and private schools in Britain lies, perceptibly, in what each type of schools emphasises. This author observed that in state schools, the emphasis is directed at motivating teachers to ensure that students are adequately prepared to score good grades from Ofsted examinations. Douglas (2012) noticed that teachers are motivated to encourage independent learning among students by fostering group work among students with just enough instructor guidance, especially when it comes to passing Ofsted examinations. The writer observed that in private schools, teachers were encouraged to 'spoon-feed' students by giving them all the answers they need to know in order to pass Ofsted examinations. In private schools, teachers are encouraged to put more emphasis on giving as much pastoral care to students as possible. This type of care in education translated into socialisation, acquisition of practical skills, and talent development of students. Douglas (2012) however, made all these observations based on personal experience and perception, thereby suggesting a need for its empirical validation. This present study provided this validation within the context of Ugandan secondary schools.

Apart from Douglas (2012), Green et al. (2010) argued that in the UK, private or independent schools were widely perceived to be offering better education compared to the maintained or state schools, and that as a result of this perception, an increasing number of parents were willing to incur more cost to send their children to private schools than to incur no cost by sending them to free state schools. Green et al. (2010) however, did not give empirical evidence to support this perception. The focus was on analysing competition for teachers between state and private schools.

The same perception is expressed by most of the UK universities and employers. Indeed, 75 universities representing about 50% of these institutions in the UK with Oxbridge inclusive, assert that students who attend state schools are underprepared with nine-in-ten of them (90%) sitting for a competitive entrance exam or aptitude test to prove their ‘inflated grades’ before getting admitted (Graeme, 2012). Represented by the British Chamber of Commerce (2014), the Confederation of British Industry (2014) and the Engineering Employers Federation (EEF) (2015), British employers claimed that the education given to students in state schools is so inadequate that it is difficult to find young people with such required employability skills as literacy, numeracy, problem-solving, team-working and time management skills. So, most employers incur extra costs on remedial education purposed to prepare school leavers to perform assigned jobs as required.

It is important to note that all the observations cited above are based on perception held as a result of what universities and employers expect of the products of education (students). The perception seems to favour private schools against Government schools, but then it is not empirically substantiated in terms of the schools’ capacity to provide adequate education, especially when this capacity is measured in terms of teachers’ motivation to play their instructional and other roles that enable students to develop talents and acquire knowledge and skills expected of them. As such, empirical evidence is needed to validate this perception. More so, because some writers such as Mulqueeny (2013) and Cooper (2016) have even counteracted the perception as a myth, with other authors such as Aitchison (2015) claiming that state schools could even be providing more adequate education. Clearly, there is still a mixed view about the validity of the perceived difference in the adequacy of education provided by state

and private schools. This present study clarified this view in the context of Government and private schools in Central Uganda.

Furthermore, Peterson and Llaudet (2006) and Deraney and Abdelsalam (2012) pointed out that the school type affected how students are prepared, while Lubienski and Lubienski (2006) argued that chartered schools had better teachers and instructional facilities than public schools. These researchers however, compared only measures of educational adequacy or quality. They did not delve into how the quality of the LMX influenced this adequacy, a gap which this study filled based on Government and private secondary schools in central Uganda.

Apart from the above scholars, Goyal and Pandey (2016) reported that there was variation in the quality of education that state schools, on the one hand, and private and independent secondary schools, on the other, provided caused by teacher motivational mechanisms such as remuneration, opportunities for training, recognition of teaching experience. The study was however, conducted in India not in Uganda. Although it pointed out teacher motivation as the cause of the variation, it did not show how the motivation was influenced by the quality of LMX typifying the leadership styles applied by head teachers. These are the gaps that this present study filled.

Likewise, John (2009) conducted study that showed that private schools provided better quality of education compared to public schools. John observed that private schools provided better education because their teachers were more motivated, committed and satisfied with their jobs. These teachers were supported with the necessary resources and facilities. They loved teaching and guiding students, and through interacting with parents, briefed them about how their children performed in class and in extracurricular activities (John, 2009). In contrast,

Government schools had spacious classrooms as well as enough playgrounds, but the quality of education they provided was inadequate as a result of low teacher motivation (John, 2009). John however, analysed primary schools in Tanzania, but not secondary schools in not Uganda. It was therefore necessary to establish whether its findings were valid within the context of secondary schools in Uganda.

Joshee (1994) had earlier on conducted a comparative qualitative study of a public and a private school. The findings favoured the private school as they revealed that it provided better education than its public counterpart. This was because teachers in the private school were more motivated by their head teacher compared to those in the public school. Similar findings were reached in the study of Alderman, Orazem and Paterno (2001), Buening (2014), Sherafat and Akmal (2016), Venkatesha (2016) and Siddiqui and Gorard (2017).

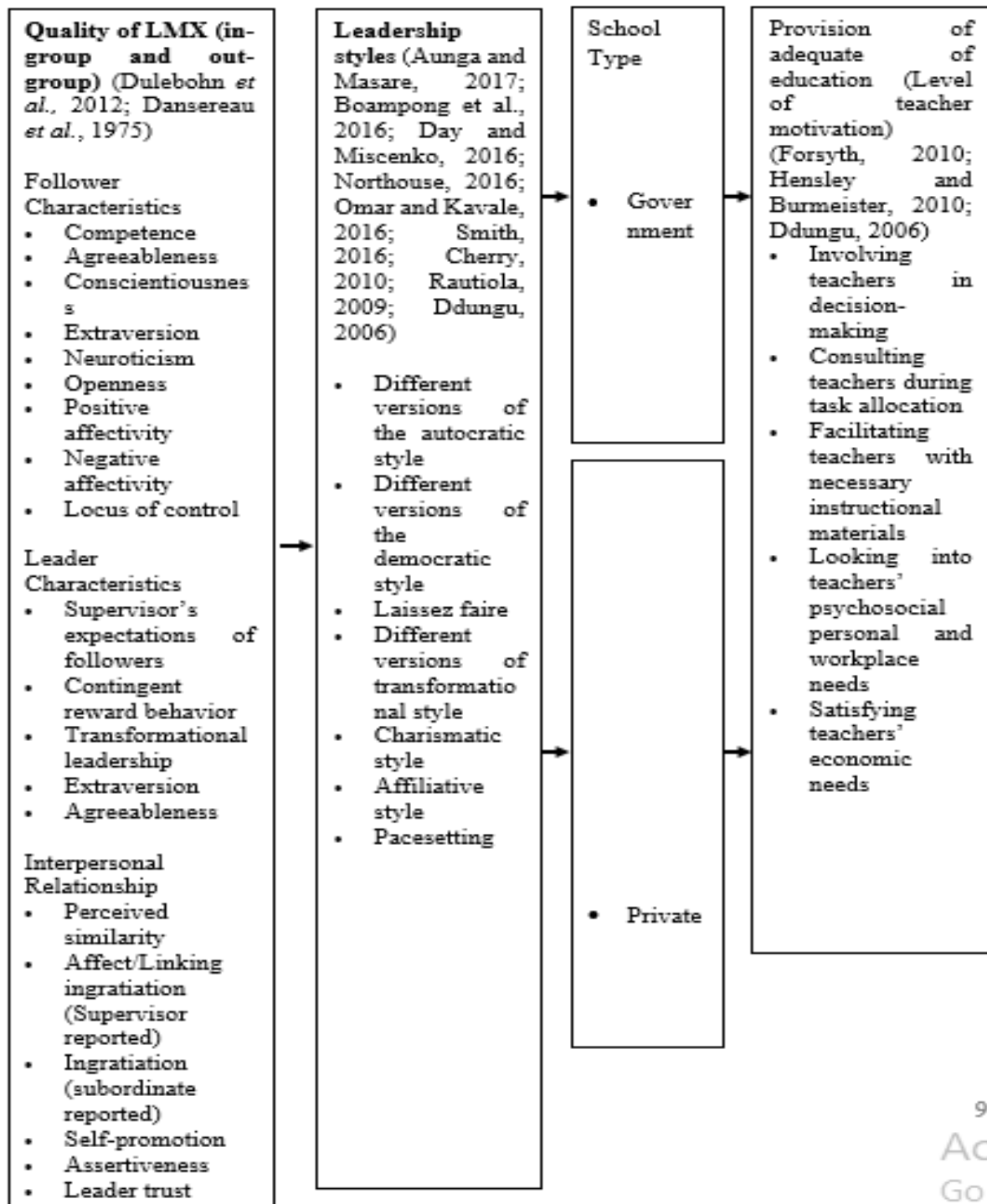
Similarly, Duncan and Sandy (2007) argued that the difference in the adequacy of education favoured private schools. The researchers added that this difference was however, still a hotly debated issue with some scholars advancing arguments favouring Government schools. The contribution that Duncan and Sandy (2007) further observed that the difference favoured private schools because of the supportive role played by the well-to-do parents they attracted. These parents facilitated their students in terms of necessary learning materials. The reverse was the case with public schools. They attracted low-income parents who could not support them adequately. This research was however conducted about primary schools in Nepal, secondary schools in India, high schools in Cincinnati, and Government and private schools in Pakistan and the UK. Moreover, they explained the difference in the adequacy of education that the schools provided in terms of parents' socioeconomic status. Nothing was mentioned

about the quality of the LMX characterizing the leadership styles applied in schools. This is the gap this present study filled based on Government and private secondary schools in Uganda.

In conclusion, prior research suggests that there is a difference in the adequacy of education provided by Government and private schools. This difference has been confirmed empirically in some cases, but it remains a matter of perception in most of the cases. The perception favours Government schools in some cases and private schools in others. However, it is mostly biased in favour of private schools. Important to note is that studies that have confirmed this difference attribute it to factors such as parents' socioeconomic backgrounds, school location, available resources, teacher motivation, and facilitation of the learning process. None of the studies delved into the quality of the LMX relationship as a possible explanation for this difference. In addition, the studies were conducted in countries that did not include Uganda. Therefore, extant literature depicts a gap regarding how the quality of LMX characterising the leadership styles applied in schools explains the difference perceived in the adequacy of education provided by Government and private secondary schools in Uganda. This is the gap that this present study covered following the conceptual framework presented in the next section.

## **2.6 Conceptual framework**

**Figure 2.2: Comparing quality of leader-member exchange typifying leadership styles and its influence on adequacy of education provided in Government and private schools.**



Developed by author, 2020

The conceptual framework in Figure 2.2 is based on the assumption that the provision of adequate education by either a Government or private school is determined by the quality of



the exchange relationship (LMX) that characterises the leadership styles used in either type of schools. This assumption was derived from the LMX theory. Accordingly, provision of adequate education was considered the dependent variable. This provision was presumed to differ according to the type of school. Therefore, the school type was considered as differentiating variable. The difference was assumed to be caused by the quality of the exchange relationship typifying the leadership styles used in either type of schools. This assumption implied that the quality of the exchange relationship was regarded as the independent variable. Since the quality of the exchange relationship is expressed through the applied leadership style, the leadership style was regarded as the implementing variable.

The quality of the exchange relationship was examined in terms of the indicators identified by Dulebohn et al.'s (2012) revised variant of the LMX theory. These indicators include follower (or teacher) characteristics, namely: competence, agreeableness, conscientiousness, extraversion, neuroticism, openness, positive affectivity, negative affectivity and locus of control. The indicators also included leader (or head teachers' and their superiors') characteristics, of supervisor's expectations of followers, contingent reward behaviour, transformational leadership, extraversion and agreeableness. The measures further included the qualities of the interpersonal interrelationship, which consist of the perceived similarity, affect/linking ingratiation as reported either by the supervisor (leader) or subordinates, self-promotion, assertiveness and leader trust.

The leadership styles investigated were identified from the scholarly work of different researchers, including Ddungu (2006), Rautiola (2009), Cherry (2010), Boampong et al. (2016), Day and Miscenko (2016), Northouse (2016), Omar and Kavale (2016), Smith (2016), Aunga and Masare (2017) among others. As this work indicated, these leadership styles were

manifested in different versions of the autocratic style, the democratic style, and the laissez faire style. Others included the charismatic leadership style, the affiliative style and the pace-setting leadership style. These leadership styles were investigated for each type of school not for its own sake, but to understand the quality of the exchange relationship characterising it.

Finally, the provision of adequate education was investigated in terms of the level of teacher motivation. As explained by Ddungu (2006), Forsyth (2010) and Hensley and Burmeister (2010) teachers' level of motivation was investigated and compared in terms of how they were involved in decision-making, consulted during allocation of instructional and other tasks, and facilitated with necessary instructional materials. It was further compared in terms of the extent to which the school leaders looked into teachers' psychosocial personal and workplace needs, and how teachers' economic needs were satisfied. In the next section, a brief summary of the reviewed literature is provided.

## **2.7 Conclusion**

This chapter has reviewed the literature considered relevant to guide the empirical part of this study. The review identified the different studies by which the LMX theory was formulated and refined as well as those conducted to identify the leadership styles used in different organisational, team and group contexts. The literature identified theorists and authors who contributed to the development of the LMX theory to provide a better explanation of how it explains the quality of the exchange relationship between a leader and subordinates. Dulebohn et al.'s (2012) revised variant of the LMX theory was selected to act as a guide for this present study. This was because this theory suggests that the quality of the exchange relationship is determined by the characteristics of the leader, subordinates and the interpersonal relationship between them. It could therefore guide this study by facilitating the identification of how the

characteristics that defined the leadership styles the school leaders applied, the attributes that typified the subordinates' response to the styles as well as those of the quality of the relationship that ensued subsequently. This is because the literature suggested that the quality of the exchange relationship between leaders and their superiors was expressed through the leadership styles used by the leaders.

Furthermore, the reviewed literature identified the different leader- and subordinate-characteristics that guided this study to identify those that featured in the leadership styles used by the head teachers and their superiors in Uganda's Government and private secondary schools. This is because the reviewed literature did not comparatively cover the characteristics that these leaders used to exercise the leadership styles they applied, those of their subordinates and of the quality of the LMX relationship they created. The literature did not also explain how this quality explained the adequacy of education provided by Government and private schools. It is for this reason that this present study compared this quality and its influence on the adequacy of education provided by Government and private secondary schools in Uganda. The methodology used to conduct this comparison is discussed in the next chapter.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

The previous chapter provided a critical review of the postulation and development of LMX theory as well as a range of empirical studies on the quality of relationships between leaders and their followers, and its influence on attainment of a common purpose, especially in organisations such as schools. The reviewed literature identified the gaps that this study addressed in the process of responding to the research questions it was set to answer. In this chapter, the methodology used to conduct this study and the philosophy that guided its choice are discussed and justified. Therefore, this chapter explains how the study was designed, the underlying philosophical, ontological, epistemological and assumption, the employed research approach, the study population, sample size, and the specific methods used to select the sample and to collect and analyse data. Data quality control and the research ethics considered in this study were also explained.

### **3.2 Research philosophy**

A research philosophy denotes a general belief held by a researcher about how knowledge needed to understand the nature of reality defining a phenomenon under investigation should be gathered, analysed, and interpreted (Žukauskas, Vveinhardt and Andriukaitienė, 2018). Therefore, a research philosophy determines what the knowledge foundation should be, the method of collecting it, and the analysis process by which the meaning of this knowledge is constructed (Creswell and Creswell, 2018; Žukauskas et al., 2018). Table 3.2 below summarises the different categories of different research philosophies, and the characteristics that guide the choice of each for a particular study.

Table 3. 1: Research philosophies and data collection and analysis methods

|   | <b>Realism</b>   | <b>Interpretivism</b>                                       | <b>Positivism</b>   | <b>Pragmatism</b>   |
|---|--|---|---|---|
| <b>Data collection and analysis methods</b> | Methods chosen must fit the subject matter, could be quantitative or qualitative | Small samples, in-depth investigations, qualitative methods | Highly structured, large samples, quantitative measurement, can use qualitative responses coded using numerical codes such as Likert responses. | Mixed or multiple methods, uses both quantitative and qualitative |

Adopted: Retrieved from <https://research-methodology.net/research-philosophy/> 2018

Table 3.1 identifies four research philosophies, namely; realism, positivism, interpretivism and pragmatism that have been widely used to guide the conducting research studies. A critical glance at the characteristics of each of these philosophies suggested that interpretivism was the most appropriate to guide this study. Indeed, the study used a small sample and qualitative methods to establish an in-depth understanding of the quality of the dyadic LMX that characterised leadership in Uganda's secondary schools and how this quality explained the difference perceived between Government and private schools as far as the adequacy of education they provided was concerned. In addition, interpretivism was suitable because the study was practically a subjective inquiry into the quality mentioned above because its nature and meaning were constructed from data generated from respondents' perceptions or opinions (Creswell and Creswell, 2018).

According to Bhatta (2018), interpretivism is used to investigate the behaviour of any phenomenon as a whole, based on the argument that reality cannot be split or unitised without losing the importance of the whole phenomenon. Therefore, the best way to understand any

phenomenon is to view it in its context as a whole. In other words, interpretivism does not use methods that attempt to aggregate across unique individuals, just as the other research philosophies identified in Table 3.1 do. It emphasises disaggregation of unique individuals based on the constructivist perspective, which maintains that multiple meanings can explain a phenomenon by different respondents (Harrison et al., 2017). Each individual respondent holds a unique interpretation of phenomenon and should be treated as such in order to develop greater understanding of a phenomenon being studied (Gorard, 2013). These arguments needed to be followed in this study because understanding the quality of a dyadic LMX necessitated asking each subordinate to explain how their leader related with him and her. It was not possible to generalise this LMX because a leader relates differently with each subordinate, as the LMX theory postulates (Dansereau et al., 1975; Jing-zhou et al., 2015; Strukan and ikolić, 2017).

Interpretivism advances a view that understanding each individual's unique interpretation of the phenomenon being investigated requires allowing him or her to provide it in an open-ended manner facilitated by the rapport the researcher establishes as he or she interviews and holds focus-group discussions with them as unique respondents (Creswell and Creswell, 2018). This view was applied in this study by giving each of the respondents an opportunity to provide their own interpretation of the quality of the dyadic LMX between them and their leaders and how this quality influenced their motivation to enable their schools to provide the adequacy of education expected from them.

The use of interpretivism meant that other research philosophies, which included positivism, realism and pragmatism were not utilised. Each of these research philosophies was excluded because their assumptions were not met in the study. Indeed, the study did not use objective or quantitative data which the use of each of these research philosophies requires either as the

only data (positivism) or part of the collected data (realism and pragmatism) (Harrison et al., 2017; Creswell and Creswell, 2018). Interpretivism was applied in this study using the following research design.

### **3.3 Research design**

A research design has been defined as the overall plan which incorporates the different methodological aspects necessary to answer a given research question(s) in a plausibly convincing manner (Balogun, 2019). It spells out overall approach and strategy as well as the ontological and epistemological orientation by which a study is guided to collect and analyse the data it requires to answer the set research question(s) and achieve its purpose or aim (Tobi and Kampen, 2018). There are several research designs that can be categorised as quantitative, qualitative or mixed methods. Quantitative research designs such as intervention or experimental, descriptive, associational, survey, and some case studies are all characterised by use of numerical data and statistical methods to achieve the purpose of a study (Lu and Zhang, 2013; Asiimwe et al., 2014; Lock and Seele, 2015; Ninsiima, 2016; Ochuodho, 2017; Yu et al., 2017; Cairney, 2016; Cappa, 2018; Creswell and Creswell, 2018). Therefore, none of these research designs could be used in this study because it was a purely qualitative research, given the interpretivist research philosophy selected to guide it.

Consequently, the study identified an appropriate research design from those grouped under the qualitative category. These include ethnography, historical, grounded theory, narrative research, some case studies, which may be single or multiple, and phenomenology (Zainal, 2007; Creswell, 2010; Creswell and Creswell, 2018). The multiple case study research design was selected for this study. A multiple case design involves collection of detailed, in-depth data from different sources and analysing it to answer a research question(s) in a manner intended

to provide an insightful comparison of the differences and similarities between the multiple-cases being studied (Cresswell, 2013). In this study, the cases included Government and private secondary schools in central Uganda. The differences and similarities are analysed to provide an understanding of the behavioural conditions typifying the cases being studied from the holistic perspective of study participants (Brink, 2018). The study participants can be individual persons, groups, institutions, cities, countries or any other defined entities (Piovani and Krawczyk, 2017).

In this study, the behaviour conditions investigated and compared included:

- a) Adequacy of education provided by Government and private schools.
- b) Quality of the dyadic LMX between these schools' head teachers and their superiors.
- c) Quality of the dyadic LMX epitomising leadership styles used by these schools' head teachers.
- d) Influence of the quality of the dyadic LMX on adequacy of the provided education.

Accordingly, the participants in this study were the headteachers, their superiors and teachers of the Government and private secondary schools in central Uganda. The study relied on the qualitative data collected from each of these participants to provide a comparative analysis of the similarities and differences between Government and private schools as far as each of the above variables was concerned. The data was collected in form of these participants' perceptions of each variable.

The use of the multiple case study research design implies that other qualitative research designs were not applied in this study. Specifically, grounded theory was inappropriate because it focuses on collecting objectively observed data aimed at developing theory (Timonen et al.,



2018). This study relied on subjective data provided in form of respondents' perception of the investigated phenomena outlined earlier. Besides, the study was not intended to develop theory. Rather, it was investigating how an already existing theory. LMX theory, explained the nature of the relationships characterising leadership and how it explained differences in the adequacy of education provided by Government and private secondary schools in central Uganda.

Ethnography involves a researcher interacting directly with respondents in their social or natural setting to observe, understand and draw conclusions about their ways of life or cultural experiences after a long time (Reeves, Peller, Goldman and Kitto, 2013). Ethnography was inappropriate for this study because it was not intended to the behaviour of respondents in their social or natural setting for a long time. Rather it was intended to collect data from them based on their perceptions. The historical research was not used because the study was not about analysing the historical nature of the investigated variables. It was about examining their current state.

While phenomenology could be used due to its ability to facilitate collection and analysis of non-numerical data in form of participants' actual or lived experiences, and to provide a subjective interpretation of the data (Neubauer, Witkop and Varpio, 2019), it was inappropriate in terms of comparing the collected analysed data because it focuses on developing its holistic meaning from the researcher's point of view (Bynum and Varpio 2018). The same grounds were applied to exclude narrative research. Consequently, multiple case study remained as the most appropriate research design for this study as explained earlier. This research design was applied based on the specific ontological and epistemological assumptions on which this study relied as discussed next.

### **3.4 Ontological and Epistemology assumptions**

Every study is guided by certain ontological and epistemological assumptions, be they stated or not (Creswell and Creswell, 2018; Tobi and Kampen, 2018). Ontological assumptions refer to the worldview or general belief held by a researcher about what constitutes the reality that defines the phenomenon being investigated and the nature of its existence (Ormston et al., 2014). Some researchers assume that this reality is objective and that it exists independently of the human mind (realism). These researchers believe that phenomenon exists absolutely and can therefore be studied objectively through quantitative hard or real facts collected about it regardless of what social actors think about or perceive it; the facts are measured scientifically using natural objective or technical tools/instruments (Ormston et al., 2013).

Other researchers believe that reality that defines any phenomenon under investigation is subjective, and hence, exists in the form of how the human mind thinks about it: What social actors think about the phenomenon is what defines its reality (Dieronitou, 2014). Therefore, these researchers take a qualitative approach to construct the reality of the phenomenon under investigation using social actors' opinion or perception of it (Dieronitou, 2014). There are also researchers who assume that reality exists in multiple forms that are both objective and subjective and can therefore be investigated using both quantitative and qualitative data (Bradshaw, Atkinson and Doody, 2017).

This study however, applied the second ontological assumption. Consequently, it relied on the assumption that reality is subjective and exists in respondents' opinions or perception of phenomenon being investigated. Consequently, reality that defined the quality of the dyadic LMX that characterised head teacher-superior leadership relationship, the leadership styles used by the head teachers to lead teachers and adequacy of education provided by Government

and private secondary schools was believed to exist in the minds of the respondents. Therefore, this reality was constructed from the perceptions or opinions the respondents expressed about these phenomena.

Epistemological assumptions are the beliefs held by researchers about the nature of knowledge, how it is constructed and its source (Iosifides, 2018). These assumptions constitute the belief system or worldview underlying a process a researcher uses to build knowledge. Therefore, they provide the overall guidelines for choosing the research philosophy, research design and data collection and analysis methods that should be used to gain the knowledge (Iosifides, 2018; Soini, Kronqvist and Huber, 2011). Some researchers assume that knowledge about any phenomenon is subjective, and can be constructed from what human beings think, perceive and later interpreted by the researcher (Singh and Walwyn, 2017). Consequently, these researchers generate knowledge through interpretivism involving constructing qualitative meanings from respondents' opinions or perceptions of a phenomenon under investigation (Iosifides, 2018; Sułkowski, 2015).

Other researchers assume that knowledge is the objective truth, and exists independently and regardless of what human beings think about it (Moon and Blackman, 2014). Researchers who hold this assumption generate knowledge through positivism that involves observation of phenomenon as it is and recording the observations in a quantitative form (using frequencies or numerical units) (Zhu and Cox, 2015). There are also post-positivistic researchers who believe that knowledge can be both objective and subjective; and can therefore be generated from human thinking as well as objective truth regarding a phenomenon being investigated (Bisel and Adame, 2017).

However, this study relied on the subjective constructivist epistemological assumption explained above. The researcher assumed that knowledge about the difference in the adequacy of education provided by Uganda's Government and private secondary schools, and about how this difference is explained by the quality of LMX theory typifying leadership styles applied in these schools was subjective. This assumption meant that this knowledge existed in the minds of the respondents and could be constructed to interpret the perceptions that formed the difference in the adequate education provided in Ugandan secondary schools in association with exchange relationship reflected in the leadership styles used. The following section discusses the specific research approach used in this study.

### **3.5 Research Approach**

There are basically three approaches to data collection and analysis. These include qualitative inductive, quantitative deductive, and the mixed methods approach (Creswell and Creswell, 2018). This present study employed a qualitative inductive research approach. This approach was applied by collecting and analysing non-numeric data in order to develop a clear understanding a phenomenon under investigation. It was used to generate new knowledge guided by an existing theoretical framework (Creswell, 2014). The knowledge was generated from data collected to its saturation point by interacting directly with respondents through interviews (Crossman, 2019).

The researcher was therefore, completely immersed in data collection, becoming part and parcel of this process as she asked, phrased questions and recorded the respondents' answers during the interviews. Data was therefore collected in form of perceptions and opinions verbalised in word-expressions of the respondents' experiences with the quality of dyadic LMX that was being investigated in the study (Creswell, 2014). The qualitative inductive approach

also involved analysis of the collected data thematically in order to develop new knowledge by interpreting the meaning of the data and representing this meaning in form of the themes and sub themes constructed or developed out of it (Hammarberg, Kirkman and de Lacey, 2016).

It is imperative to note that the use of the qualitative inductive research approach in this study does not mean that it is without any criticism. This approach has been criticised in that it involves small samples that do not represent the general population statistically, which limits the generalisation of the findings. Secondly, the approach is attacked for being highly influenced by the researchers' subjectivity, which limits the objectivity of the findings (Hammarberg et al., 2016).

Despite the criticisms above, the strengths of the qualitative inductive research approach in terms of providing detailed, in-depth data by allowing the researcher to be immersed in the data collection, facilitated this study to bring out the actual experiences, opinions, perspectives and meanings that would have been difficult to discern from counting or measuring. In addition, bringing out actual findings did away with guesswork and errors that tend to be associated with generalisation and loss of individual experiences. It is because of these strengths that this approach has been used in different educational and other studies (Sanders and Carter, 2015; Teherani et al., 2015; Chan, 2017; Madula et al., 2018)

In this study, this approach brought out the actual experiences of the selected respondents with respect to not only the quality of the dyadic LMX epitomising head teacher-superior leadership relationship as well as the leadership styles used by the head teachers but also how this quality motivated subordinates to ensure provision of education adequate in Uganda's Government

and private secondary schools. The respondents were selected from the study population explained in the next section.

### **3.6 Study population**

A study population is defined as a well-defined universe of all units about which a study is conducted, from which potential participants in a study can be drawn, and to which the findings of a study can be generalised (Asiamah, Mensah and Oteng-Abayie, 2017). Alternatively, it is the entire group of subjects about which information is required and from which this information can be obtained in order to accomplish a study as desired (Asiamah et al., 2017). The units can be continents, regions, nations, cities, companies, people or other subjects about which data is needed and can potentially participate in a study. In this study, the population consisted of the chairpersons of Boards of Governors (BOG), Board of Directors (BOD), Parents and Teachers Association (PTA), head teachers, and teachers of 708 private 250 and Government secondary schools in central Uganda (Ministry of Education and Sports, 2016).

### **3.7 Sample size**

A sample refers to the respondents selected from the study population to participate in a study (Bryman, 2015). Since this study was conducted using a qualitative research approach, the requirement of selecting a sample that is statistically representative of the study population was not necessary to meet; instead, data should be collected to its saturation point (Bryman, 2015). According to Saunders et al. (2017), a data saturation point is the number of respondents beyond which any additional respondent provides data that replicates already collected information and therefore, does not add value or does not add any new knowledge. It is imperative to note that data saturation point may be reached with a very small or relatively large sample size (Hammarberg et al., 2016).

In this study, the saturation point was reached after interviewing a sample consisting of 34 respondents selected from ten secondary schools of which five were Government and five were private institutions. These respondents included five BOG chairpersons, five BOD chairpersons, four PTA chairpersons, 10 headteachers and 10 teachers. These respondents provided to saturation, the data that was needed to gain an in-depth insight into the quality of the dyadic LMX that characterised not only the head teacher-superior leadership relationship but also the leadership styles used by the head teachers as well as the adequacy of education provided by the selected schools.

Specifically, the BOG, BOD and PTA chairpersons were selected as superiors to the head teachers. Each of them was selected to provide data about the quality of their dyadic LMX with the head teachers as well as the adequacy of education provided by their schools. The head teachers were selected for the same reason and to also provide data that was needed to understand the quality of the dyadic LMX that typified the leadership styles they used to lead teachers towards providing education that was expected from their schools. The teachers were selected to provide data about the quality of the same LMX and the adequacy of education that it motivated them to provide to the students. The next section explains the sampling strategy applied to select these respondents.

### **3.8 Sampling strategy**

The sample was selected using heterogeneous purposive sampling. This is a non-probability sampling technique that facilitates selection of respondent from different categories based on a judgement that each category is not only adequately knowledgeable about a phenomenon under investigation but also needed to provide a deeper understanding of this issue (Etikan,

Musa and Alkassim, 2016). This technique facilitates researchers to select respondents from a broad spectrum deemed appropriate to provide relevant data (Lawrence, Carla, Jennifer and Kimberly, 2013). In this study, it was used to select the sample, starting with the selection of schools and then the respondents of the schools as follows:

### **3.8.1 Selection of schools**

Heterogeneous purposive sampling was applied to select 10 schools from two categories. These included Government secondary schools, as one category and private secondary schools, as another category. Both categories of these schools were needed to achieve the aim of the study, which was to analytically compare them as far as how the quality of the dyadic LMX that typified their superior-head teacher relationship and the leadership styles used by their head teachers influenced the adequacy of education they provided. Heterogeneous purposive sampling facilitated the selection of five schools from the Government category and five schools from the private category.

### **3.8.2 Selection of respondents**

Heterogeneous purposive sampling further facilitated the selection of respondents from each of the following categories:

- a) BOG chairpersons from Government secondary schools
- b) BOD chairpersons from private secondary schools
- c) PTA chairpersons from Government secondary schools
- d) PTA chairpersons from private secondary schools

Each of the above categories was selected to represent superiors to the head teachers as far as providing data needed to complete the study was concerned. Heterogeneous purposive sampling was further used to select respondents from the following categories:



- e) Head teachers from Government secondary schools
- f) Head teachers from private secondary schools
- g) Teachers Government secondary schools
- h) Teachers from private secondary schools

The distribution of the respondents selected in each category was as summarised in Table 3.1

**Table 3.1: Distribution of the selected sample**

| Government schools |                  |               |          | Private schools  |                  |              |         |
|--------------------|------------------|---------------|----------|------------------|------------------|--------------|---------|
| Leaders            |                  | Subordinates  |          | Leaders          |                  | Subordinates |         |
| BOG chairpersons   | PTA chairpersons | Head teachers | Teachers | BOD chairpersons | PTA chairpersons | Head teacher | Teacher |
| 5                  | 2                | 5             | 5        | 5                | 2                | 5            | 5       |

### 3.9 Data Collection Methods and Instruments

For case studies, different methods and instruments can be used to collect data (Yin, 2014). For qualitative case studies, the data collection methods include interviews, focus group discussions, extraction of textual data, and observation, among others; and these methods can be facilitated to collect data in a systematic way by instruments such as semi-structured interviews, interview schedules, focus group discussion guides, observation guides, and others (Creswell, 2014). In this study, interviews were used to collect the data facilitated by an semi-structured interview. Focused group discussions were inappropriate because the respondents preferred being interviewed individually, given the sensitivity of the issues on which the study focused (DiCicco-Bloom and Crabtree, 2006). The procedure used to collect the data is discussed below.

### **3.10 Data collection methods**

Data was collected using stand-alone interviews. The various forms of stand-alone interviews include face-to-face, internet, and telephone (Rosenthal, 2016). Each of these forms of interviews is used to collect qualitative data by a researcher engaging in an interactive and flexible dialogue with a study participant either in a face-to-face medium or with the mediation of technology (Creswell, 2014; Rosenthal, 2016). The technology can be telephone, Skype, Zoom, Webinar or any other internet-empowered social media platform such as WhatsApp (Farooq, 2015). However, these forms of technology were unnecessary in the collection of data in this study, since face-to-face interviews were more reliable (McIntosh and Morse, 2015). In addition, face-to-face interviews were preferred to internet and telephone methods to avoid suspicions about the intentions of the interviews, and of the study in general.

Face-to-face interviews were used because of their ability to collect detailed data needed to gain a deep and holistic insight into the issue under investigation from the respondent's point of view, and with maximum validity since the researcher is also able to read a respondent's non-verbal cues (Creswell, 2014; Creswell and Creswell, 2018). Face-to-face interviews were used because it was reliable, especially in a country like Uganda where 41 languages are used to communicate, depending on the locality (Namyalo and Nakayiza, 2015). These interviews facilitated flexibility, especially as far as translating to simplify the understanding of the questions was concerned. This was particularly the case with the Chairpersons of the BOG, BOD and PTA were concerned. Head teachers and teachers were adequately proficient in English, the official language of instruction at the secondary school level in Uganda. Translating was therefore, not necessary.

However, for the superiors, English proficiency was not guaranteed since it was not among the qualifications, which they were required to have in order to occupy the positions. For these respondents, the qualifications included being influential in society (BOG and PTA chairpersons) or being an educational investor (BOD chairpersons). Therefore, translating questions was inevitable to clarify the questions for some of these respondents (McIntosh and Morse, 2015). Translating the questions made some of the interviewed superiors more confident and willing to give their experiences freely.

The face-to-face interviews were facilitated by an semi-structured interview. The semi-structured interview was used to ensure that all the prepared questions were asked in a systematic manner. It was designed in such a way that it could allow the researcher to ask about the respondents' background attributes that were relevant to determine their suitability to provide the needed data. Other sections of the instrument included items organised according to the research questions of the study. These items were intended to ensure collection of the exact data that was needed to answer these research questions. The items were asked in a manner that allowed the researcher to give some degree of freedom to the respondents to express other views outside what the researcher needed (Alshenqeeti, 2014; Collis and Hussey, 2014; Jamshed, 2014).

Giving respondents that freedom explained above was the reason why the questionnaire, which tends to be rigid, were not used in this study (Alshenqeeti, 2014). Additionally, the study was not observing and recording notes on artefacts, rituals, behaviours, interactions among other for conversations as in ethnographic studies, thus was excluded (DiCicco-Bloom and Crabtree, 2006). Certainly, semi-structured interviews were flexible allowing respondents to provide their views and ideas in a free and unlimited way (Creswell and Creswell, 2018). This has been

demonstrated in different studies (Brooks and Normore, 2015; Hickman, 2017; Flynn, Albrecht and Scott, 2018). Therefore, a semi-structured semi-structured interview required a systematic manner in which to ask questions that allow the respondents to answer the questions unlimitedly so as to provide a detailed picture of the variables as their applied to their respective schools; for each school had only one of each of these respondents. It was for this reason that an semi-structured interview was designed.

### **3.11 Designing data collection instruments: semi-structured interviews (SSIs)**

When designing interviews, three approaches may be used, including in-depth, guided and semi-structured interviews (SSIs) to ascertain various personal opinions about a phenomenon being investigated. This study used SSIs to facilitate asking respondents in each category similar questions. That is, similar questions to head teachers, teachers and superiors to the head teachers (BOG, BOD and PTA chairpersons) in order to ensure that data was collected in a systematic way (McIntosh and Morse, 2015). This is why interview guides, which require asking about general themes and where questions are phrased in any way that suits a particular respondent and where therefore, data collected is not systematic, were not used. Accordingly, SSIs were used because of their ability to facilitate collection of data in a logical manner. This way they enabled the research to collect data describing the dyadic LMX quality that was associated with the (a) head teacher-superior leadership relationship, (b) leadership styles used by the head teachers, (c) discrepancies in adequacy of education between Government and private secondary schools (McIntosh and Morse, 2015).

The collected data takes different forms such as open-ended interview responses, open-ended focus group discussion responses, and other forms (Braun and Clarke, 2006; Javadi and Zarea, 2016). However, this study used open-ended SSI as alluded to above to collect the data. This

data was collected using questions that were prepared based on the variables mentioned above. Questions on the quality of the dyadic LMX were derived from the standard LMX 7-questionnaire, but those derived were asked in an open-ended manner. It is imperative to note that while the questions in this questionnaire are stated in a manner intended to collect quantitative data, they were restructured to redesigned to suit the structure the SSI used in this study. The copies of the designed SSIs are attached in Appendix C, D and E. Table 3.3 below provides a summary of how the questions were redesigned or rephrased.

**Table 3.3: SSI developed from the LMX 7 questionnaire**

| <b>LMX 7 Interview</b>   | <b>Governors</b> | <b>Head teacher</b>  | <b>Teacher</b>  |
|--|------------------|--|---|
| <p>Do you know where you stand with your leader (follower) . . .[and] do you</p> <p>usually know how satisfied your leader (follower) is with what you do?</p> |                  | <ul style="list-style-type: none"> <li>As a school leader, describe how supportive your relationship is with each of the following; (a) School board; (b) PTA chairperson; (c) Ministry of Education officials</li> </ul>  | <ul style="list-style-type: none"> <li>Briefly explain how your head teacher relates with teachers when supervising them to ensure that they perform their duties</li> </ul>  |
| <p>How well does your leader (follower) understand your job problems and needs?</p>  |                  | <ul style="list-style-type: none"> <li>Explain the adequacy of teaching materials available to teachers in your schools</li> <li>Explain the adequacy of learning materials available to students in your school</li> <li>With examples, describe the skills your school imparts to students to enable them to become productive after school</li> <li>Explain the adequacy of time given to students to try the knowledge taught to them in classrooms into practical activities</li> <li>Describe how satisfied you are with the adequacy of the instructional capacity available in your school.</li> </ul> | <ul style="list-style-type: none"> <li>Explain the adequacy of teaching materials available to teachers in your schools</li> <li>Explain the adequacy of learning materials available to students in your school</li> <li>With examples, describe the skills your school imparts to students to enable them to become productive after school</li> <li>Explain the adequacy of time given to students to try the knowledge taught to them in classrooms into practical activities</li> <li>Describe how satisfied you are with the adequacy of the</li> </ul> |

| LMX 7 Interview   | Governors | Head teacher  | Teacher   |
|---|-----------|---|---|
|   |           |   | instructional capacity available in your school.  |
| How well does your leader (follower) recognize your potential?  |           | <ul style="list-style-type: none"> <li>• What support do you get from your superiors (Board and PTA) to facilitate your staff members to accomplish their tasks effectively?</li> <li>• As a school leader, briefly explain how you relate with teachers to ensure that they perform their duties as efficiently as you desire</li> </ul> | <ul style="list-style-type: none"> <li>•</li> </ul>   |
| Regardless of how much formal authority your leader (follower) has built into his or her position, what are the chances that your leader (follower) |           | <ul style="list-style-type: none"> <li>• As a school leader, explain whether it is possible for you to supervise teachers by teaming up with them?</li> </ul>   | <ul style="list-style-type: none"> <li>• Could you explain whether your head teacher supervises teachers as team leader?</li> </ul>   |
| Again, regardless of the amount of formal authority your leader (follower) has,   |           | <ul style="list-style-type: none"> <li>• How has your leadership relationship with teachers contributed to adequacy of education the school provides to students?</li> </ul>  | <ul style="list-style-type: none"> <li>• How has the leadership relationship between the head teacher and teachers contributed to the adequacy of education the school provides to students?</li> </ul> |

| <b>LMX 7 Interview</b>  | <b>Governors</b> | <b>Head teacher</b>  | <b>Teacher</b>  |
|---|------------------|--|---|
| what are the chances that he or she would “bail you out” at his or her expense?   |                  |  |   |
| I have enough confidence in my leader (follower) that I would defend and<br><br>justify his or her decision if he or she were not present to do so. |                  | <ul style="list-style-type: none"> <li>• How has your leadership relationship with teachers contributed to adequacy of education the school provides to students?</li> </ul>               | <ul style="list-style-type: none"> <li>• How has the leadership relationship between the head teacher and teachers contributed to the adequacy of education the school provides to students?</li> </ul> |
| How would you characterize your working relationship with your leader? Or (follower)?   |                  | <ul style="list-style-type: none"> <li>• As a school leader, briefly explain how you relate with teachers to ensure that they perform their duties as efficiently as you desire</li> </ul> | <ul style="list-style-type: none"> <li>• Briefly explain how your head teacher relates with teachers when supervising them to ensure that they perform their duties</li> </ul>                          |



Table 3.3 indicates the specific questions extracted from the LMX 7 questionnaire were grouped into three main objectives that guided the study as in appendices C, D and E. These questions were necessary to have a focused, logical order to ensure neutral questions yet clearly communicating the message which addressed the research questions that aided the study, which was significant (McIntosh and Morse, 2015). Also, sub-questions or probe were used to ensure clarification of unclear phrases in the questions as well as; an autonomy for the interviewer to slightly diverge from the script. This was necessary to clearly enable the interviewees to understand the asked question if unclear. Alternatively, this was purposively structured to establish the exchange relations embedded within the duties of the teachers as subordinates when assigned tasks in the relationship between their head teachers (supervisors) to obtain the outcomes in education provided in the private and Government schools (Irvine, Drew, and Sainsbury, 2013). Probes used in the study interviews included phrases as; ‘so how ...’, ‘elaborate...’, ‘could you elaborate’...heled generate rich data from participants. The sub-questions are tabulated as below.

**Table 3.4: Sub-questions elaborating the adequacy of education provision.**

| Participant | Questions  |
|-------------|--|
| Teachers    | <ul style="list-style-type: none"> <li>• Comment on the adequacy of instructional materials available to school to facilitate students to learn as desired.</li> <li>• Do you faithfully teach all lessons assigned to you as per the school timetable?</li> <li>• Are you always available for students to consult you academically after teaching your classroom lessons until the closing time?</li> <li>• How has this affected the education quality?</li> <li>• Comment on the adequacy of the extracurricular resources available to the school?</li> </ul> |

### **3.12 Piloting the Semi-structured interview**

These SSI questions were pre-tested on deputy head teachers, teacher and governors from excluded schools from the study to enable the interviewer to rehearse through the time, logical follow and sense making of questions as per participant and interviewer. For this study, 4 participants were selected, with each participant having knowledge about the leadership or subordinate responsibilities of the secondary schools and 1 pre-participant representing all the three categories, with an experience in the roles of head teacher, superior and teacher, implying that pre-participant was in position to understand all questionnaires respectively because of the previous roles held in all positions. This was necessary to assess the language explicitly and implicitly in the interview questions, logical order, unclear or mistakes in the interviews, precedent to the anticipated answers in relation to the reviewed literature and whether all research questions were included to address the study objectives which was appropriate for the study (McIntosh and Morse, 2015). Thereafter, the SSI was amended to an actual SSI which was used. After piloting the data semi-structured interview, all was set to start collecting data.

### **3.13 Data Collection Procedure**

The data collection process involved identifying respondents and creating rapport with each of them before asking them to answer the questions prepared for them as explained below.

#### **3.13.1 Identifying the interviewees**

Gatekeepers are the essential first contact point a researcher uses to obtain a relationship that facilitates getting access to study participants either as individuals or groups (Sanghera and Thapar-Björkert, 2008). In this study, head teachers acted as gatekeepers since they had power to grant access to other respondents, particularly their superiors (BOG, BOD and PTA chairpersons) and subordinates (teachers). The researcher established this relationship to

prevent fear and distrust with the head teachers first, then the teachers and superiors. The relationship was established by sending invitation letters to head teachers, visiting their schools, making self-introduction to each of them, and making appointments to interview them at their time of convenience.

On the scheduled interview day, each respondent was given all necessary ethical documents, which included, the researcher's self-introductory letter from Teesside University, an information sheet, and a consent form. Each respondent was asked to sign the consent form. Thereafter, effort was made to develop rapport with each respondent (DiCicco-Bloom and Crabtree, 2006).

### **3.13.2 Developing Rapport**

A rapport was developed at the first stage of the interview by the researcher introducing themselves to each study participant, and explaining what the research was about. This was done to give a clear picture of what to expect during the interview (DiCicco-Bloom and Crabtree, 2006). Each respondent was informed that the interview was estimated to take 30-45minutes. This time was estimated based on the pilot study that had been conducted prior to actual data collection (DiCicco-Bloom and Crabtree, 2006).

Each respondent was asked to read through the documents. They were also informed that they were free to ask all unclear questions to get the required clarification before giving their responses. In addition, each interviewee was asked to have the interview administered in a quiet office or staffroom. However, for teachers who did not have convenient offices, they were asked to be interviewed at a quiet location on the school. This helped to record the interviews with minimal noise from the natural surrounding (DiCicco-Bloom and Crabtree, 2006).

Furthermore, each respondent was alerted that all the during was to be audio-recorded. Those who agreed were recorded. Others who declined, the interview was conducted off record. The main points or rich responses were recorded written down during the interview. This flexibility was observed as part of the ethical procedure recommended to maintain the confidentiality of the respondent (Bracken-Roche et al., 2017). The introduction was as shown in Figure 3.1.

**Figure 3.1: Rapport sample used**

|   |
|---|
| <p>The interview is a follow up of the completed consent form presented earlier and will take not more than an hour. This will be recorded digitally, and responses will be kept confidential. Any information provided will be used in the thesis without any trace to you or the organisation. You don't have to discuss anything you don't want to. Likewise, you can end the interview without you giving a reason. This interview is simple. I will start by asking general questions about your role, type of organisation and responsibility. Then I will commence on the specific leader member exchange questions.</p> |
|---|

Thereafter, the researcher started with introductory questions requiring each interviewee to explain the type of school they have worked in, position and responsibility as a rapport to form a relationship which is respectful for the interviewee, as well as; a standard measure to double check whether the participant was in position of giving credible information reliable for the study topics on the semi-structured semi-structured interview which was significant, as in Figure 3.2 (DiCicco-Bloom and Crabtree, 2006) .

**Figure 3.2: Introductory questions**

|                                       |  |
|---------------------------------------|--|
| Headteachers<br>Teachers<br>Governors | Briefly explain what your organisation does, your role, and responsibilities.  |
| Headteachers<br>Teachers<br>Governors | As a staff (job title) have you worked in a USE or Private school? If yes, could you explain any differences identified between the USE school and the Private school in which you worked? |

### **3.14 Data analysis**

In qualitative research, data analysis can be conducted using several approaches and techniques. The approaches include ethnography, ethnomethodology, qualitative content analysis, thematic analysis, narrative analysis, conversation analysis, case-oriented understanding, and grounded theory, among others (Marshall and Rossman, 2011; Warren, 2020). This study used thematic analysis, particularly comparative thematic analysis. According to Lavery, Khechara and Smith (2017), comparative thematic analysis involves using any of the thematic analysis methods to construct meaning out of a given textual, interview or focus group discussion data set in form of codes and themes that bring out similarities and differences between the phenomena being investigated.

Comparative thematic analysis was employed because the aim of this study was to compare Uganda's Government and private secondary schools in terms of the quality of the dyadic LMX that typified their leadership and how it explained the differences in the adequacy of education they provided. Clearly, none of the other qualitative analysis approaches and techniques methods mentioned could bring out these differences more appropriately and better than comparative thematic analysis.

Specifically, content analysis was not used because it would not bring out the differences as easily as the comparative analysis. Moreover, it is mostly used to analyse textual data, which limits its application to analyse respondents' views (Marshall and Rossman, 2011) collected in this study. As explained earlier, grounded theory analysis was excluded because the study was not intended to develop theory. Rather, it was aimed at generating new knowledge within the framework of an already existing theory – the LMX theory. Similarly, narrative and discourse

analysis were inappropriate in this study, since it was easier to compare themes than narratives and stories emphasised in these analysis methods, respectively (Morrill et al., 2000).

### **3.14.1 Comparative thematic analysis**

Comparative thematic analysis is a process of analysing different data sets with intent to bring out the similarities and dissimilarities that can be discerned from them (Gibbs and Brown, 2009; Kings, 2012). Different techniques can be used to conduct this analysis, but this study applied a hybrid of Yin's (2015) and template frameworks of thematic analysis. The first three steps of these two frameworks are practically similar (Bouncken, Qiu, Sinkovics and Kürsten, 2021). Yin's third step involves interpreting the themes generated from steps 1, 2 and 3. However, before this interpretation, it was necessary to compare the generated themes between Government and private schools. Therefore, Yin's third stage was conducted concurrently with the fourth stage (Defining an initial coding template) and fifth stage (Applying the initial template to remaining data and modifying as necessary) of template analysis in order to bring out this comparison. The manner in which this hybrid was applied is explained in detailed henceforth.

Yin's (2015) framework provides five steps of thematic analysis, including compiling, disassembling, reassembling, interpretation and conclusion. Yin (2015) explained that data analysis is completed by going through these steps not linearly but in a logically nested fashion. These steps enable the research to develop themes that bring out accurate, representative, and credible meaning of any qualitative data set (Castleberry and Nolen, 2018). The steps are flexible in that they help reduce large chunks of open-ended data manner into codes and themes that capture the meaning accurately, credibly and trustworthily within the context of a research questions being answered (Vaismoradi, Turunen and Bondas, 2013; Castleberry and Nolen,

2018). Their application in this study was appropriate because they helped reduce a large volume of 34 interviews administered to the selected respondents as explained earlier.

The above steps were applied with the aid of NVIVO. All the responses were fed into NVIVO software which assisted in data management by enabling the compilation of templates responding to the research questions as presented in appendices F, G and H. This saved time used to generate the templates as templates which were more manageable compared to the papers and charts that were used in the manual coding (DiCicco-Bloom and Crabtree, 2006).

Yin's steps do not provide a clear way of comparing the generated themes and codes across the different cases being compared. For this reason, the template framework of analysis was used to compile prior codes sorted from data sets in form of text or phrases in a codebook which later was grouped into categorised themes. Unlike editing approach, which identifies patterns as arranged from content into edited text, this was excluded since the study was guided by a theoretical approach from reviewed literature about the LMX quality in the school leadership styles (DiCicco-Bloom and Crabtree, 2006). Template analysis allowed sub-theme grouping in which guide the co-coding and arranging data in a flexible manner to induce final themes (Kings, 2012). This hybrid analysis was conducted step by step as explained henceforth.

#### **3.14.1.1 Stage 1: Compiling**

Compiling is where recorded qualitative responses are read through and transcribed word for word (Yin, 2015) is similar to the first stage of template analysis, which is referred to as 'Becoming familiar with the respondents' accounts to be analysed (Brooks and King, 2014). In this study, these two practically similar steps were applied by playing the recordings, listening and transcribing all the responses in English. Some of the sentences and words were

grammatically incorrect, and were provided in locally spoken languages such as Luganda, Lunyankole, Lutoro, Langi, and Acholi which participants spoke freely as their mother tongues, due to the rapport that had been created with them. These responses were translated in English (Meadows and Dodendorf, 1999; DiCicco-Bloom and Crabtree, 2006). This involved making sense of what the phrases and words meant, and translating them according to their meaning in English. This made compiling much more time consuming, although it provided a significant opportunity for the researcher to familiarise with the data (Yin, 2015). It also facilitated a researcher's greater understanding of the tone of voice which occurred as hesitation (ah, eh, um, okay, uh, you know, like) and pauses which was essential to capture the holistic context (Castleberry and Nolen, 2018).

The responses were compiled or organised according to the types of schools and to the selected categories of respondents (superiors, head teachers and teachers). In addition, the interview responses provided by each category were transcribed and compiled according to the questions they were asked. Thereafter, interview responses from Government schools were separately compiled from those collected from private schools, and further grouped according to the research questions that guided the study.

#### **3.14.1.2 Stage 2: Disassembling**

This stage, practically similar to the second stage 'carrying out preliminary coding of the data' of template analysis (Brooks and King, 2014) was conducted as explained in Table 3.5 guided by the conceptual framework presented in Figure 2.2



**Table 3.5: Level 1 sub-themes**

| <b>Level 1 (theme)</b>   | <b>Description</b>  |
|--|---|
| Adequacy of provided education                                     | These are sufficient, insufficient and fairly sufficient motivation services and resources of teachers to facilitate teaching; in form of instructional materials as classroom teaching material, human resource, education infrastructure and technology, extracurricular activities in form of sports, non-sports activities and materials, human resource, teaching process which involves content delivery, content assessment. |
| Leadership styles  | The leadership styles that the head teachers use in either type of school private or Government to attain school goals.   |
| Quality of LMX typifying the leadership styles                     | The motivational high-quality and low- exchange relationship when motivating teachers or head teachers by their head teachers or seniors use when supervising, supporting, directing, facilitating, interacting and delegating when teaching.   |
| Influence of LMX quality on adequacy of education teachers deliver | The outcomes of the quality of exchange formed by either head teachers or superior that cause teachers and head teacher to induce adequacy of education in positively, neutral and negatively manner.   |

Table 3.5 summarises initial themes. After compiling and organizing the data, it was disassembled. Disassembling required separating data by creating meaningful groupings using initial coding of the data using a template (Yin, 2015) which, according to Austin and Sutton (2014), refers to converting raw data into single words, phrases, short sentences or descriptive labels that bring out the whole meaning that emerges from the responses. In the template this induced sub-sets that were forming categorised groups of sub-themes in the template which was Microsoft word generated. Specifically, texts that made sense in relation to research questions were highlighted with Microsoft word New comment function in the toolbar. According to Kings (2012), at this stage initial themes were developed in relation to the research questions as identified from the literature which is sustainable. Further, sub-themes were developed basing on Figure 2.2. This was essential to narrow down to confined patterns which attached meaning to the research questions (Braun and Clarke, 2015). However, these temporarily guided the formation of themes and were altered or discarded when representing a modified meaning from merging sub-themes which was significant (King, 2012)

#### **3.14.1.3 Stage 3: Reassembling**

This stage was applied concurrently with the third stage (Organizing the emerging themes into meaningful clusters) and fourth stage (Defining an initial coding template) of template analysis (Brooks and King, 2014). The preliminary themes and codes were reorganised by developing templates that facilitated their comparison between the Government and private schools (King, 2012). They were then modified by re-coding them and developing sub themes (Austin and Sutton, 2014). This process continued systematically until data was all coded. According to Hsieh and Shannon (2005), coding can be done using the conventional, directed and summative approach. In the conventional approach, codes are derived directly from the text data; in the directed approach, codes are identified based on previous research or theory underlying the

study as a guide. In the summative approach, the codes are counted and compared as a basis for interpreting the underlying context. In this study, the codes were identified based on previous research and the LMX theory. Three new levels were generated relating to the sufficient, fairly sufficient, insufficient in relation to research question one, then question two and three developed in positive, neutral and negative as described in Table 3.6.

Table 3. 2: Level 2 sub-themes

| Level 1 Research questions  | Level 2 sub-theme  |
|---|--|
| Adequacy of provided education in Government or private   | <ul style="list-style-type: none"> <li>• Involving teachers in decision-making</li> <li>• Consulting teachers during task allocation</li> <li>• Facilitating teachers with necessary instructional materials</li> <li>• Looking into teachers' psychosocial personal and workplace needs</li> <li>• Satisfying teachers' economic needs</li> </ul>   |
| Leadership styles formed in Government and private secondary schools of head teachers and superiors | <ul style="list-style-type: none"> <li>• Autocratic style</li> <li>• Ddemocratic style</li> <li>• Laissez faire</li> <li>• Transformational style</li> <li>• Charismatic style</li> <li>• Affiliative style</li> <li>• Pacesetting</li> </ul>  |
| Quality of LMX typifying the leadership styles in Government or private                             | <p>Follower Characteristics (head teachers/teachers)</p> <ul style="list-style-type: none"> <li>• Competence</li> <li>• Agreeableness</li> <li>• Conscientiousness</li> <li>• Extraversion</li> <li>• Neuroticism</li> <li>• Openness</li> <li>• Positive affectivity</li> <li>• Negative affectivity</li> <li>• Locus of control</li> <li>• Leader Characteristics</li> <li>• Supervisor's expectations of followers</li> <li>• Contingent reward behavior</li> </ul> |

| Level 1 Research questions  | Level 2 sub-theme   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Transformational leadership</li> <li>• Extraversion</li> <li>• Agreeableness</li> <li>• Interpersonal Relationship</li> <li>• Perceived similarity</li> <li>• Affect/Linking ingratiation (Supervisor reported)</li> <li>• Ingratiation (subordinate reported)</li> <li>• Self-promotion</li> <li>• Assertiveness</li> <li>• Leader trust</li> </ul> |
| Influence of LMX quality on adequacy of education teachers deliver in Government or private | <ul style="list-style-type: none"> <li>• Involving teachers in decision-making</li> <li>• Consulting teachers during task allocation</li> <li>• Facilitating teachers with necessary instructional materials</li> <li>• Looking into teachers' psychosocial personal and workplace needs</li> <li>• Satisfying teachers' economic needs</li> </ul>  |

The initial coding was depicted from the data of participants and the literature review related This was both direct and conventional approach to research questions as forming code that had related patterns to form level 3 sub-themes as seen in Table 3.7.

Table 3. 3: Level 3 sub-themes

| Level 1 Research questions  | Level 3 sub-themes   |
|---|--|
| Adequacy of provided education in Government or private                 | <ul style="list-style-type: none"> <li>• Library</li> <li>• Laboratories</li> <li>• Classrooms</li> <li>• Classroom instructional materials</li> <li>• Sports activities</li> <li>• Non-sports extracurricular activities</li> <li>• Teaching regularities and availability</li> <li>• Teacher turnover and professionalism</li> <li>• Teacher content delivery with demonstration and student engagement</li> <li>• Teacher continuous assessment with self-study, tests examinations and consultation</li> </ul> |
| Leadership styles   | <ul style="list-style-type: none"> <li>• Bureaucratic/ red tape</li> <li>• Directive autocratic</li> <li>• Permissive autocratic</li> <li>• Laissez faire</li> <li>• Directive democratic</li> <li>• Collaborative</li> <li>• Transformational</li> <li>• Paternalistic</li> <li>• Autocratic</li> <li>• Permissive democratic</li> </ul>  |
| Quality of LMX typifying the leadership styles between and head teacher | <ul style="list-style-type: none"> <li>• Involving teachers in decision-making</li> <li>• Consulting teachers during task allocation</li> <li>• Facilitating teachers with necessary instructional materials</li> <li>• Looking into teachers' psychosocial personal and workplace needs</li> <li>• Satisfying teachers' economic needs</li> </ul>   |
| Influence of LMX quality on adequacy of education delivery by teachers. | <ul style="list-style-type: none"> <li>• Strict</li> <li>• lacks warmth</li> </ul>   |

| Level 1 Research questions | Level 3 sub-themes   |
|----------------------------|--|
|                            | <ul style="list-style-type: none"> <li>• Expects formal obedience</li> <li>• Dictatorial</li> <li>• Task-minded and listens</li> <li>• Listens to all but responds to ideas from only teachers he respects</li> <li>• Two-way communication but unresponsive</li> <li>• Disengaged</li> <li>• Only waits to assess performance</li> <li>• Strict supervision amenable</li> <li>• Two-way communication based on trust</li> <li>• Morale boosting Individualized</li> <li>• Inspiring</li> <li>• Genial to all</li> <li>• Reward high performers</li> <li>• Orders and decrees</li> <li>• Reprimanding low performers</li> <li>• Supremacy overall</li> <li>• Except a few confidants, low</li> <li>• Task-minded and listens to nobody</li> <li>• Warm</li> <li>• Two-way communication and responsive to suggestions</li> <li>• Cold</li> </ul> |

Based on participants responses with variation in data patterns of reporting on the adequacy in provision of education, variations yielded new confined themes thus changes made as in Table 3.8.

Table 3. 4: Reassembling final themes from codes.

| Initial codes   | Rationale  | Level 1  |
|---|--|--|
| <ul style="list-style-type: none"> <li>• Sports grounds</li> <li>• Playgrounds</li> <li>• Fields</li> <li>• Games</li> <li>• Sports</li> <li>• Sports-activities</li> <li>• Community service</li> <li>• Music club</li> <li>• Dance club</li> <li>• Debate club</li> <li>• Writing club</li> <li>• Agriculture club</li> <li>• Farming club</li> <li>• Teacher turnover</li> <li>• Professionalism</li> <li>• Library textbooks</li> <li>• Library seating capacity</li> <li>• Computer laboratories</li> <li>• Science laboratories</li> <li>• Number of computers</li> <li>• Use of library space</li> <li>• Space in science laboratories</li> <li>• Classroom materials as maps, diagrams</li> <li>• Classroom space</li> <li>• Classroom seating capacity</li> <li>• Regularities in lesson attendance</li> <li>• Regularities in timetable compliance</li> <li>• Teacher's availability after classes</li> </ul> | <p>These are non- and academic instructional resources or services involving teachers in decision-making, consulting teachers during task allocation; facilitating teachers with necessary instructional materials in order to enhance student's skills and knowledge.</p> | <p>Adequacy of provided education of private or Government</p> |



| Initial codes   | Rationale   | Level 1  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Teachers present for consultation</li> <li>• Time on spent teaching</li> <li>• Time to finish syllabus</li> <li>• Demonstration in practical subjects</li> <li>• Use of demonstration in class</li> <li>• Education trips</li> <li>• Education tours</li> <li>• Self-study preps</li> <li>• Self-study library</li> <li>• Tests</li> <li>• Examinations</li> <li>• Class notes</li> <li>• Classroom assignments</li> <li>• Classroom group work</li> </ul>   |   |  |
| <ul style="list-style-type: none"> <li>• Formally instructing impersonal expecting only obedience</li> <li>• Absolutely dictatorial</li> <li>• Semi-dictatorial</li> <li>• Disengaged</li> <li>• Active task-oriented listening</li> <li>• High mutual involvement</li> <li>• Teamwork</li> <li>• Participative</li> <li>• Open door</li> <li>• Servant leadership</li> <li>• Inspirational and rewarding</li> <li>• Morale boosting that is individualised</li> <li>• Directive expecting automatic obedience</li> <li>• Absolutely dictatorial</li> <li>• Amenable and responsive to ideas</li> </ul> | <p>The positive, neutral and negative leadership style used by head teacher in private and Government secondary school when supervising, inspecting and assigning tasks to influence adequacy of education provided in either type of school.</p> | <p>Head teacher and superior leadership styles</p> |

| Initial codes   | Rationale   | Level 1  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Facilitative and motivating</li> <li>• ordering</li> <li>• transactional</li> <li>• Motivational mutual trust</li> <li>• formally coercive communication</li> <li>• laissez faire based on trust, respect</li> </ul>   |   |  |
| <ul style="list-style-type: none"> <li>• Strict</li> <li>• lacks warmth</li> <li>• Expects formal obedience</li> <li>• Dictatorial</li> <li>• Task-minded and listens</li> <li>• Listens to all but responds to ideas from only teachers he respects</li> <li>• Two-way communication but unresponsive</li> <li>• Disengaged</li> <li>• Only waits to assess performance</li> <li>• Strict supervision amenable</li> <li>• Two-way communication based on trust</li> <li>• Morale boosting Individualized</li> <li>• Inspiring</li> <li>• Genial to all</li> <li>• Reward high performers</li> <li>• Orders and decrees</li> <li>• Reprimanding low performers</li> <li>• Supremacy overall</li> <li>• Except a few confidants, low</li> <li>• Task-minded and listens to nobody</li> <li>• Warm</li> </ul> | <p>These are motivational factors looking into teachers' psychosocial personal and workplace needs and satisfying teachers' economic needs, formed from interacting, directing, facilitating, individual support and empowering, delegating, rewarding, recognizing, and any other form of support that motivates teachers to produce a quality relationship that generate adequate education</p> | <p>Quality of LMX typifying superior-H/M leadership relationship in public schools</p> |

| Initial codes  | Rationale   | Level 1  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Two-way communication and responsive to suggestions</li> <li>Cold</li> </ul>  |   |  |
| <ul style="list-style-type: none"> <li>Discourages teacher morale to teach</li> <li>Teachers work not willingly, but out of fear that demoralizes them</li> <li>Listening to suggestions encourages teachers</li> <li>Attains only self-directed teacher performance</li> <li>Encourages willingness to perform when it is</li> <li>Causes diminishing teacher</li> <li>Encourages best teacher performance</li> <li>Encourages ever improving performance</li> <li>Issued threats cause high performance, except for the favoured few teachers who work on own terms</li> <li>fear, diminishing as teachers become weary of threats</li> <li>Encourages willingness to perform when it is permissive</li> </ul> | The outcomes from the quality exchange which discourages, motivates or neutralises the performance of teachers and head teachers. | Education adequacy form LMX quality Influence by head teachers and superiors |
| <ul style="list-style-type: none"> <li>Superior communicates change desired</li> <li>Superior-H/M cooperation in developing</li> <li>Superior supervising school plans</li> <li>Superior approves</li> <li>Superior mobilises resources that</li> <li>Superior always present to oversee school functioning</li> </ul>   |   | Exchange of quality between superiors and head teacher                       |

| Initial codes   | Rationale   | Level 1   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Superior mobilise resources and give H/M supportive</li> <li>• Superior evocative</li> <li>• Superior provocative task-oriented direction and rewards</li> <li>• Superior communicates unilateral decisions H/M must apply for school to operate as desired</li> <li>• Superior appreciates H/M for good performance</li> <li>• Mutually inspiring typified by civil appreciation and confidence in each other</li> <li>• Superior uses deadlines</li> <li>• Superior uses uncivil threats to make H/M work harder</li> <li>• Self-interest maximising</li> <li>• Superior interacts minimally, based on trust in and respect for H/M</li> <li>• Uses formal communication insists on observing school culture</li> <li>• Formal communication for accountability</li> </ul> |   |   |
| <ul style="list-style-type: none"> <li>• Improves adequacy</li> <li>• Ensures education provided is</li> <li>• Ensures provided education is as adequate as possible</li> <li>• Limited autonomy felt by H/M dispirits zeal to ensure a</li> <li>• Maintains adequacy</li> <li>• Lowers H/M zeal to ensure school provides ample education</li> </ul>   | <p>The outcomes from the quality exchange which discourages, motivates or neutralises the performance of Superiors and head teachers.</p> | <p>Influence of LMX on provision of education</p> |

| Initial codes  | Rationale | Level 1 |
|--|-----------|---------|
| <ul style="list-style-type: none"> <li>• Drained resources lower adequacy of provided education</li> <li>• Dispirits H/M to ensure provision of adequate</li> <li>• Adequacy of education is inhibited by lack of</li> </ul> |           |         |

Summary of the templates were visually represented on Template 3.1, 3.2 and 3.3 as attached in Appendix I. This was further developed into Version 2 as in Table 3.8.

In Table 3.9, sub-themes were further developed as inadequacy merged when coding and changes were made to table seen below. However, the comparison was maintained in private and Government sectors with sufficient, fairly sufficient and sufficient sub-theme.

Table 3. 5: Reassembled sub themes in version 2

| Changes   | Rationale  | Level 1                               |
|---|--|---------------------------------------|
| <p>New level 2: Sports ground, Playgrounds, Fields, Games, Sports, and Sports-activities merged to: Sports playgrounds</p> <p>New level 2: Community service, music, drama, debate, dance merged: Extracurricular activities, Non-extracurricular activities and Student engagement in Community service</p> <p>New level 2: Teacher turnover and professionalism merged: use of professional teachers and teacher turnover</p> <p>New Level 2: Library textbooks merged to: Textbooks if not provided by students</p> <p>New level 2: Library seating capacity and space merged to: Library space and seats and Library space and services</p> <p>New level 2: Computer laboratories, space, seating capacity and number of computers merged to: Use of computer technology and Computer seats and space</p> <p>New level 2: Science laboratories, space in science laboratories merged into: Science infrastructure and Use of science laboratories</p> | <p>The services were grouped into non- sports, extra activities, sports extracurricular activities, then grouped in instructional material which involved use of library and presence of library materials, computers or computer facilities, classroom, use of science laboratories and presence of the science materials.</p> <p>Teaching process was described in the number of teachers per ratio in classroom lessons, the qualification of the teachers, teaching commitment in form of time spent on task, teaching students on a daily basis and being present for consultation after designed class time. This adequacy was further accessed using the teachers content delivery by conducting good teaching methods as demonstrating, taking students for educational trips, conducting tests, giving assignments, marking, checking notes, administering examinations and encouraging any other adequate teaching method.</p> <p>All indicators were described in three categories of sufficient, fairly sufficient and insufficient to induce the outcome of the provided skills and knowledge of students translated into education adequacy. Whereby words as enough, present, more than enough, much, very good, good, adequate and sufficient, referred to as sufficient. Then fair sufficient words as fair, try, okay, and finally, insufficient words as insufficient, not enough, improvise, absent, inadequate and nothing.</p> | <p>Adequacy of provided education</p> |

| Changes  | Rationale | Level 1 |
|--|-----------|---------|
| <p>New level 2: Classroom materials as maps, diagrams, lesson plans merged into: Classroom instructional materials</p> <p>New level 2: Classroom seating capacity, space and furniture merged into Classroom infrastructure</p> <p>New level 2: Teaching regularities in lesson attendance, regularities in timetable compliance, availability after classes and teachers present for consultation merged into: Teacher academic interaction with students</p> <p>New level 2: Time on spent teaching, time to finish syllabus, demonstration in practical subjects, use of demonstration in class, Education trips, and Education tours merged to: Demonstration, use of laboratory resources and Education trips</p> <p>New level 2: Self-study preps, Self-study library merged into: self-study</p> <p>New level 2: Examinations, follow up on class notes, classroom assignments, and classroom group work merged into Student Evaluation.</p> <p><b>New level 2 Insufficient</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Self-directed learning</li> <li>• Classroom Instructional</li> <li>• Extracurricular activities</li> <li>• Library space and services</li> </ul> |           |         |

| Changes   | Rationale  | Level 1                                 |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Use of computer technology</li> <li>• Use of lab resources</li> <li>• Classroom space</li> <li>• Student evaluation</li> <li>• Student exposure to community service</li> <li>• Teacher academic</li> </ul> <p><b>Fairly sufficient</b></p> <ul style="list-style-type: none"> <li>• Sport activities</li> </ul> <p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Use of professional teachers</li> <li>• Sports grounds</li> <li>• Science lab resources</li> </ul>  |  |   |
| <p><b>Insufficient</b></p> <ul style="list-style-type: none"> <li>• Use of professional teachers</li> <li>• Sports grounds</li> <li>• Science lab resources</li> </ul> <p><b>Fairly sufficient</b></p> <ul style="list-style-type: none"> <li>• Science lab materials</li> <li>• Size of teaching staff</li> <li>• Use of computer</li> <li>• Classroom Instructional</li> </ul> <p><b>Sufficient</b></p> <ul style="list-style-type: none"> <li>• Non-sport Extracurricular activities</li> <li>• Educational tours/field work</li> <li>• Use of lab materials</li> <li>• Library space and seats</li> </ul> | <p>The services were grouped into non- sports, extra activities, sports extracurricular activities, then grouped in instructional material which involved use of library and presence of library materials, computers or computer facilities, classroom, use of science laboratories and presence of the science materials.</p> <p>Teaching process was described in the number of teachers per ratio in classroom lessons, the qualification of the teachers, teaching commitment in form of time spent on task, teaching students on a daily basis and being present for consultation after designed class time. This adequacy was further accessed using the teachers content delivery by conducting good teaching methods as demonstrating, taking students for educational trips, conducting tests, giving assignments, marking, checking notes, administering examinations and encouraging any other adequate teaching method.</p> | Adequacy of education provision private |



| Changes  | Rationale   | Level 1  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Encouraging self-directed learning</li> <li>• Student evaluation</li> <li>• Teacher academic interaction with students</li> <li>• Classroom space</li> </ul>  | <p>All indicators were described in three categories of sufficient, fairly sufficient and insufficient to induce the outcome of the provided skills and knowledge of students translated into education adequacy. Whereby words as enough, present, more than enough, much, very good, good, adequate and sufficient, referred to as sufficient. Then fair sufficient words as fair, try, okay, and finally, insufficient words as insufficient, not enough, improvise, absent, inadequate and nothing.</p> |  |
| <p>New level: Formally instructing impersonal expecting only obedience (Strict, lacks warmth, expects formal obedience)</p> <p>New level: Absolutely dictatorial (Dictatorial, task-minded, listens to nobody)</p> <p>New level: Benevolently dictatorial (Listens to all but responds to ideas from only teachers he respects)</p> <p>New level: Disengaged (Disengaged, only waits to assess performance)</p> <p>Private</p> <p>New level: Active task-oriented (Strict)</p> <p>New level: High mutual involvement (Two-way communication based on trust)</p> <p>New level: Inspirational and rewarding (Individualized, inspiring, genial to all, reward high performers)</p> | <p>The attributes induced from the positive, negative and neutral effects from the exchange quality relationship between Head teachers and teachers during facilitating, consulting, decision making and providing psychological, social and economic needs.</p>  | <p>Effect of Superior and Head teacher exchange relationship on adequacy of provided education</p> |

| Changes  | Rationale  | Level 1   |
|--|--|---|
| <p>New level: Directive expecting (Dictatorial, task-minded, listens to)</p> <p>New level: Absolutely dictatorial (Supremacy overall, except a few confidants, low trust)</p> <p>New level: Amenable and responsive to teacher ideas (Warm, two-way communication and responsive to suggestions)</p>   |  |   |
| <p>Government</p> <p>Strict</p> <p>New level: Transformational (Superior communicates change desired in school's educational capacity trusting H/M to apply them)</p> <p>New level: Participatory typified by superior's teamwork involvement (Superior-H/M cooperation in developing and supervising school plans)</p> <p>New level: Facilitative and motivating (Superior approves and mobilises resources that facilitate H/M)</p> <p>New level: Typified by superior micro leadership (Superior always present to oversee school functioning, mobilise resources and give H/M supportive, evocative and provocative task-oriented direction and rewards)</p> | <p>The attributes induced from the positive, negative and neutral effects from the exchange quality relationship between Teachers and Head teachers during facilitating, consulting, decision making and providing psychological, social and economic needs.</p> | <p>Exchange quality between the superiors and head teachers</p> |

| Changes   | Rationale | Level 1 |
|---|-----------|---------|
| <p>Private</p> <p>New level: Paternalistic typified by ordering (Superior communicates unilateral decisions H/M must apply for school to operate as desired)</p> <p>New level: Task-oriented typified by transactional (Superior appreciates H/M for good performance, but chides him when)</p> <p>New level: Task-oriented typified by (Superior uses deadlines and uncivil threats to make H/M)</p> <p>New level: Motivational mutual trust, (Mutually inspiring typified by civil appreciation and confidence in each other)</p> <p>New level: Cold typified by H/M (Superior uses deadlines and uncivil threats to make H/M work harder)</p> <p>New level: Defined by superior self- (Self-interest maximising communication oblivious of others and school's interest)</p> <p>New level: Intransigent typified by formally coercive communication (Uses formal communication, insists on observing school culture, accountability)</p> <p>New level: Defined by superior's laissez faire based on trust, respect (Superior interacts minimally, based on trust in and respect for H/M)</p> |           |         |

| Changes  | Rationale  | Level 1   |
|--|--|---|
| <p>Government</p> <p>New level: Discourages teacher morale to teach (Strict supervision)</p> <p>New level: Listening to suggestions encourages teachers to perform assigned work (Listens to all but responds to ideas from only teachers he respects)</p> <p>New level: Teachers work not willingly, but out of fear that demoralises them (Dictatorial, task-minded, listens)</p> <p>New level: Attains only self-directed teacher performance attainable (Disengaged, only waits to assess performance)</p> <p>New level: Over-emphasis on tasks demoralises teachers (Strict, lacks warmth, expects formal obedience)</p> <p>New level: Encourages willingness to perform when it is permissive (strict, lacks warmth, expects formal obedience)</p> | <p>The attributes induced from the positive, negative and neutral effects from the exchange quality relationship between Superior and Head teachers during facilitating, consulting, decision making and providing psychological, social and economic needs.</p> | <p>Influence of quality exchange on provision of education from teachers Government</p> |
| <p>Private</p> <p>New level: Encourages best teacher performance (Two-way communication based on trust)</p>  | <p>The attributes induced from the positive, negative and neutral effects from the exchange quality relationship between Superior and Head teachers during facilitating, consulting, decision making and providing psychological, social and economic needs.</p> | <p>Influence of quality exchange on provision of education from teachers private</p>    |

| Changes   | Rationale | Level 1 |
|---|-----------|---------|
| <p>New level: Encourages ever improving performance (Individualized, inspiring, genial to all, reward high performers)</p> <p>New level: Issued threats cause high performance, except for the favoured few teachers who work on own terms (supremacy overall, except a few confidants, low trust in non-confidants)</p> <p>New level: Encourages ever improving performance (Individualized, inspiring, genial to all, reward high performers)</p> <p>New level: Encourages willingness to perform when it is permissive (warm, two-way communication and responsive to suggestions)</p> <p>New level: High initial performance out of fear, diminishing as teachers become weary of threats (Dictatorial, task-minded, listens to nobody)</p> |           |         |

Summary visual maps of table 3.8 is as attached on the Appendix I representing Template 3.4, 3.5 and 3.6. Thus, further refined into final themes of version 3 as in Table 3.10. Later summarised in visual maps attached on appendix I as Template 3.7, 3.8 and 3.9.

Table 3. 6: Reassembled final themes of version 3

| New level 3   | Rationale | Level 1   |
|---|-----------|---|
| <ul style="list-style-type: none"> <li>• ports playgrounds</li> <li>• Use of professional teachers</li> <li>• Science laboratory resources</li> <li>• Use of science laboratories</li> <li>• Teacher commitment to student academic and practical preparation</li> <li>• Classroom instructional materials</li> <li>• Educational infrastructure</li> <li>• Education technology</li> <li>• Students' self-directed learning</li> <li>• Library service</li> <li>• Human resources or Size of teachers</li> </ul> |           | Adequacy of provided education  |
| <p>New Level: Democratic<br/> New Level: Autocratic<br/> New Level: Paternalistic<br/> New Level: Transformational<br/> New level: Collaborative</p>  |           | Leadership styles in private school   |
| <p>New level: Democratic<br/> New level: Laissez faire<br/> New level: Autocratic<br/> New level: Bureaucratic</p>  |           | Leadership style and Government   |
| <ul style="list-style-type: none"> <li>• Discourages teacher morale to teach</li> <li>• Teachers work not willingly, but out of fear that demoralizes them</li> <li>• Listening to suggestions encourages teachers</li> <li>• Attains only self-directed teacher performance</li> </ul>   |           | Effect of Superior and Head teacher exchange relationship on adequacy of provided education |

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Encourages willingness to perform when it is</li> <li>• Causes diminishing teacher</li> <li>• Encourages best teacher performance</li> <li>• Encourages ever improving performance</li> <li>• Issued threats cause high performance, except for the favoured few teachers who work on own terms</li> <li>• fear, diminishing as teachers become weary of threats</li> <li>• Encourages willingness to perform when it is permissive</li> </ul>                              |  |   |
| <ul style="list-style-type: none"> <li>• Superior's laissez faire based on trust, respect</li> <li>• superior intransigent and coercive formal communication</li> <li>• superior self-seeking communication</li> <li>• Motivational mutual trust and civil teamwork</li> <li>• Task-oriented typified by transactional communication.</li> <li>• Paternalistic coercive communication</li> <li>• Superior micro leadership</li> <li>• Inspirational and transformational communication typified by trust.</li> </ul> |  | Effect of Superior and Head teacher exchange relationship on adequacy of provided education |

Table 3. 7: Summary of generated theme description

| Level 3 of sub-themes   | Description   |
|---|---|
| Sufficiently provided educational services and resources                            | These were educational resources and services which the selected schools provided sufficiently. However, those provided by Government secondary schools differed from those provided by private schools. In particular, Government schools provided sufficient science lab resources, sports grounds and professional teachers. However, those which private secondary schools provided sufficiently included educational infrastructure, non-sport extracurricular activities, students' self-directed learning, and teacher commitment to student academic and practical preparation. |
| Fairly sufficiently provided educational services and resources                     | These were also educational resources and services that the selected schools provided in a fairly sufficient manner.  |
| Insufficiently provided educational services and resources                          | These were educational resources and services that were insufficiently provided by Government secondary schools.  |
| Quality of LMX typifying superior-head teacher leadership relationship              | This indicates the quality of LMX that characterised the superior-head teacher leadership relationship was described in different ways in both private and Government or Government schools.  |
| Influence of quality of LMX typifying superior-head teacher leadership relationship | form of LMX quality had its own influence on the adequacy of education provided by Government or Government and private schools. Therefore, the fact that the LMX quality differed suggests that there were also variations in the adequacy of education provided by Government and private schools.  |
| Leadership styles in schools  | This showed the quality of LMX relationship that characterised each leadership style.   |
| Quality of LMX typifying head teacher- teacher leadership relationship              |   |
| Influence of quality of LMX typifying head teacher- teacher leadership relationship | The results showed that the quality of LMX relationship that typified each leadership style had its own influence on adequacy of education the selected Government and private schools provided.  |



#### **3.14.1.4 Stage 4: Interpretation**

At this stage themes and codes that emerged from the data were interpreted (Yin, 2015) as also required in the fifth stage of template analysis, which is ‘Finalising and interpreting the template by ensuring that the themes in it reflect the full meaning of all the dataset(s) being analysed’ (Brook and King, 2014). This step was not distinct as it was ongoing right from the beginning – compiling – through the second and third stage to the end of the analysis process. It was therefore conducted in much the same way described by Braun and Clarke (2006) and Castleberry and Nolen (2018) that interpretation happens from the first step and continues throughout all the other steps. Interpretation was engaged throughout the analysis to ensure that the developed themes and codes were clearer, plausible, credible, trustworthy and fair. Braun and Clarke (2006) added that interpretation should be enriched by extracting supporting excerpts from raw data.

#### **3.14.1.5 Concluding**

In the context of thematic analysis, conclusions are the answers or the general response to the research question(s) the study was set to answer (Yin, 2015). All qualitative studies are intended to answer research questions, implying that all the analysis has to be directed towards finding the answers (Austin and Sutton, 2015). In this study, this step involved making summary answers to the research questions that guided it. This is clearly illustrated in the next chapter. In short, the analysis used Yin’s five steps of analysis that involved compiling, disassembling, reassembling, interpreting and concluding. Application of these steps was complemented by template analysis. Trustworthiness of the collected and analysed data was assured as explained below.

### **3.15 Trustworthiness**

Trustworthiness of qualitative data is assured by meeting the criteria that include credibility, transferability, dependability, and confirmability (Leung, 2015; Hammarberg et al., 2016; Nowell et al. (2017). Credibility was assured by designing of the SSIs, collecting, analysing and interpreting the data in a plausible manner. The SSIs were designed by including all the questions that could guide respondents to provide accurate data about the quality of their dyadic LMX and how it influenced the adequacy of education provided by their schools. The questions were designed in such a way that responses given in response to them would lead to answering the research questions that guided the study. When collecting data, trust was built in respondents and their answers were not influenced. All the responses were recorded without any alteration. Data was analysed using Yin's steps and template analysis, and interpreted without personal biases. What respondents said was what was recorded, transcribed, presented and interpreted.

Regarding transferability, the findings were related to the reviewed literature to check their consistency with the observations made about the quality of the dyadic LMX and how influenced subordinate and organisational performance in other contexts. Dependability was established by checking the authenticity of the data by referring back to some of the interviewed respondents to cross check whether the data they had provided during the interviews was still the same data they provided about each variable of the study. The respondents who were referred to were those who had given the researcher their telephone contacts. Effort was made to call at least two of the respondents interviewed in each category. Responses given by each of these respondents were read out to them through a telephone conversation, and all of them verified that they were the very views they had provided.

Confirmability was established in the same way. In addition, effort was made to replay the recordings taken during data collection and compare what was heard with the data written in the report to confirm that it was the same data. Debriefing of some of respondents was conducted by presenting the draft findings to the some of the interviewed respondents to confirm their consistency with the data they had provided, and whether the findings were free of the researcher's assumptions and bias. This involved taking a draft copy of the findings and asking these respondents to read through and confirm that the views they had expressed were the very views reported in the findings.

### **3.16 Validity**

Validity is the accuracy of the data collected to answer the set research question(s) (Braun and Clarke, 2006). In this study, SSIs were designed by derived questions from the already validated LMX7 questionnaire. The data was analysed objectively by transcribing all the responses verbatim, collating them into codes and themes they reflected, and interpreting the themes objectively. Following Elo and Kyngäs' (2008) advice, what respondents said was what was recorded, transcribed, coded and interpreted. Ethical standards considered in this study are explained below.

### **3.17 Ethical Considerations**

It is argued that all forms of research need to consider and observe relevant ethical values. 'Belmond principles' are widely used as ethical guidelines and principles for protecting human subjects in research. These include respect for autonomy, non-maleficence, beneficence, and

justice (Beauchamp, 2008; Beauchamp and Rauprich, 2016). Practically, research is conducted either in a deontological or consequentialist manner. According to Quong (2018), observing deontological principles ensures that research does not harm people and that researchers keep the promises made to their respondents. Alexander (2000) supplements that this is what is considered the right way of doing things. Yet, consequentialist principles emphasise getting the results of research without harming but in a manner that gives assurance to participants (Israel and Hay, 2006; Quong, 2018). These ways of thinking are conveyed in principles that stress practical moral values and rules that minimise the problems that arise from research (Clouser and Gert, 1990).

In the study, the deontology principles were applied by ensuring the right way of getting access to information. The two dimensions of research ethical methods used included rigour (epistemic) and honesty (morals). According to Firth (1987), epistemic dimension used included attaining permission to conduct the research. The permission was attained by seeking authorisation through presenting self-introductory letter, providing information sheets to respondents, and seeking their consent by signing a consent form.

The first Belmont principle emphasises respect for autonomy, which ethically refers the researcher to respect the beliefs, norms, and dignity of those recruited to take part (Beauchamp, 2008). In this study, this principle was applied as a moral autonomy rule that allowed each person to be interviewed separately to respect their opinions and dignity as they responded freely to specific questions. Jahn (2011) observed that observing ethics involves creating relationships that honestly prevent detriment, and assure confidentiality as well as fair treatment. Epistemic moral principles were used to inform participants to withdraw from the study before December 2019

when the information is disseminated into codes and the intentions of why this needs to happen in detail before full commitment of the researcher. According to Jahn (2011) this enabled both the researcher and participant to have control over the information that is provided.

Apart from the above ethical considerations, the beneficence and non-maleficence principles were observed by explaining precisely the intentions of this study and its potential outcomes to the participants (Beauchamp, 2008). Moral benefit principles were used which left out the personal information of respondents. This information included their names and the names of their schools. The selected participants were purely from the education sector and as a researcher, clear explanations were used before commencing the interviews and there was a choice not to answer if the participant was uncomfortable to do so.

According to Bracken-Roche et al. (2017), non-maleficence morals are principles a research observes to avoid causing physical, psychological and social harm to study participants. This research considered psychological and social harm mostly. This was in terms of ensuring that the study did not cause negative social differences between head teachers, their superiors and subordinates as a result of how each assessed the quality of their relationship within the context of leadership. In addition, all other social relationships between these respondents, which were not in the context of LMX, were avoided. The research minimised on the risk of participants becoming physiologically pressured to participate in the study. Each participant was allowed to know the method that was being applied to collect the data. Audio recording was explained to the respondents, and anonymity was guaranteed by not asking about their names. Focus was on asking questions about the variables investigated in the study (Med, 2011). Therefore, care was taken to

avoid invasion and intrusion of respondents' privacy (Steinke, 2004). They were informed that research as purely academic and what was required of them was just the data needed to accomplish it for academic purposes only.

Additionally, the research considered compliance and integrity. Compliance was necessary to ensure the integrity of this study. Drawing on Bracken-Roche et al. (2017) and Tikkinen-Piri, Rohunen and Markkula (2018), these ethical values were observed by fulfilling all the research policy requirements of Teesside University Ethics Research Committee before proceeding to the field to collect data. Furthermore, all the research ethical regulations provided by Teesside University Human Rights Act, 1998, Freedom of Information Act, 2000, Mental Capacity Act, 2005 and Data Protection Act, 2018 were observed in this study. This was done by seeking the necessary approval and clearance, respondents' consent, and observing the necessary confidentiality (Sudeshna and Datt, 2016). Approval and clearance for data collection were obtained from Teesside University Ethics Committee. The University provided an introductory letter to facilitate the researcher in her efforts to seek authorisation of access to respondents needed from Government and private secondary schools in central Uganda. Using this authorisation, the researcher obtained every respondent's informed consent and acceptance to participate in a study; and encrypted the documents for confidentiality or privacy of the respondents into the research 'home space'.

Bracken-Roche et al. (2017) argues that human subjects are considered to be vulnerable at a certain level, thus facing physical, mental, and psychological risks. The risks and reputation management of researcher and researched were considered. This is because the research was conducted in a

region where the researcher had full knowledge about the cultural norms and beliefs of participants. Likewise, the research considered respondents who were mentally capable of taking part in the study voluntarily. These included teachers, governors, and head teachers.

Building integrity in research is a focal point of research strengths. Human beings desire to create a reliable relationship at the point in time, this relationship includes valuing their norms, being fair, and simply doing the right thing. Endorsing this view, Bracken-Roche et al. (2017) mentions that researchers are in position to make personal and professional judgment, decision making, leading the research, and credible to protect reputation. Observing this view, this research was conducted in a manner that gave participants a choice to withdraw from the study as long as they felt like doing so even without giving a reason. Likewise, anonymity was emphasised in both data analysis and reporting for the sake of keeping confidentiality of the participants' names. Extra precautions were taken by leaving out all the information that the study participants did not want to be recorded. This information was instead written down in the researcher's memo with consent from the participants, but without revealing their identity. The information was transcribed into codes only known by the researcher to protect the schools' and participants' reputation. All this was done to demonstrate personal and professional credibility of the researcher during the conducting of the interviews and analysis of the collected data. The following section provides the summary of Chapter 3.

### **3.18 Summary of the Chapter**

In summary the chapter has discussed the methodology used in guiding the study. It has identified and discussed interpretivism as the adopted research philosophy, multiple case study as the

research design, and subjectivity as the ontological and epistemological assumption underlying the study. The chapter has also discussed inductive qualitative approach that guided the study, the study population, sample size and heterogeneous sampling strategy used to select respondents. The chapter has discussed the semi-structured interviews used to collect data and how the data was analysed following Yin's five steps of data analysis complemented by template analysis. Trustworthiness, validity and the observed ethics have also been discussed. The next chapter presents the findings obtained from the conducted analysis.



## **CHAPTER FOUR: ANALYSIS AND FINDINGS**

### **4.1 Introduction**

As mentioned in Chapter 1, the aim of this study was to compare Government and private secondary schools in central Uganda with a view of establishing whether the difference perceived in the adequacy of education they provided was empirically valid and whether it was explained by the quality of the dyadic LMX relationship that characterised leadership exercised in these schools. The preceding chapter explained the methodology used to collect and analyse the data that was needed to meet this aim. This chapter presents the results obtained from thematic analysis of this data, which was conducted using a hybrid of two frameworks of thematic analysis, which included Yin's (2015) and template analysis as explained in the previous chapter. The results are presented using the identified themes, sub themes and codes, with some enriched by relevant data extracts. The results are presented according to research questions after describing the study participants in the next section.

### **4.2 Description of study participants**

Thirty-four respondents were selected to participate in the study. Their attributes that were considered relevant for the study included the school type, job title or role played in a school, and tenure measured in terms of years of service in the school. These characteristics were considered as a basis for establishing the appropriateness of the participants to provide data that was needed to answer the research questions. According these attributes, the participants were distributed as shown in Table 4.1.

**Table 4.1: Demographics of selected respondents**

| Demographic attributes      |   | Number of respondents |
|-----------------------------|---|-----------------------|
| School type                 | Government                                    | 17                    |
|                             | Private                                       | 17                    |
| Job title or role in school | School Directors                              | 5                     |
|                             | Board chairpersons                            | 5                     |
|                             | Parents and Teachers Association Chairpersons | 4                     |
|                             | Head teachers                                 | 10                    |
|                             | Teachers                                      | 10                    |
| Tenure in school            | Less than one                                 | 2                     |
|                             | 1-5 years                                     | 8                     |
|                             | 6-10 years                                    | 13                    |
|                             | 11 and above years                            | 11                    |

As shown in Table 4.1, while eighteen respondents were drawn from Government schools, sixteen were selected from private schools. These results indicate that the sample was drawn from both Government and private school. Therefore, the data collected from it describes the variables investigated in this study within the context of either type of school. Accordingly, the data provides a basis for comparing the two school types in terms of these variables, that is, the quality of the dyadic LMX typifying the head teacher-superior relationship and leadership styles associated with either school type.

Table 4.1 indicates that in terms of title jobs or roles played in a school, the study participants included five school directors, five board chairpersons, and four chairpersons of Parents and Teachers Association Chairpersons. They also included 10 head teachers and 10 teachers. The job titles and roles indicate that the individuals who participate in school leadership as leaders, as

superiors to the leaders and as subordinates took part in the study. Therefore, they were the appropriate respondents to provide data needed to understand the quality of the dyadic LMX between the individual school leaders and each of their superiors and subordinates, as well as how this quality influenced the adequacy of education provided by their respective schools.

Furthermore, the results in Table 4.1 show that only two of the 34 selected respondents had spent a tenure of less than one year in their respective schools. This reveals that the majority of the participants had spent at least a year, with bigger proportion them having registered a tenure of at least six years. Spending a period of at least a year in a school with its leader interacting with his or her superior and subordinates provides a good opportunity for each of them to learn something about this interaction, including the quality of their respective dyadic relationship as individuals as well as the adequacy of education provided by the school. Therefore, most of the study participants had knowledge about these variables as they applied to them as individuals and their respective school. Thematic analysis of the data provided by these participants revealed different themes, sub themes, codes and extracts presented henceforward following the research questions that were set to be answered in this study.

### **4.3 Analysis of findings**

#### **4.3.1 Research Question One**

The first research question focused on establishing whether the difference perceived in the adequacy of education provided by Government and private secondary schools in the central region of Uganda was empirically valid. Thematic analysis of the data collected in response to this

research question is provided in Appendix 1. The themes, sub themes obtained from this analysis are summarised in Table 4.2.

Table 4.2 Differences in adequacy of education provided by government and private schools

| School type        | Main theme                   | Sub theme  |
|--------------------|------------------------------|--|
| Government schools | Sufficiently provided        | <ul style="list-style-type: none"> <li>Science labs</li> <li>Science lab materials</li> <li>Use of Professional teachers</li> <li>Classroom Instructional materials</li> <li>Sports grounds</li> </ul>   |
|                    | Fairly sufficiently provided | <ul style="list-style-type: none"> <li>Sports/games (extracurricular activities)</li> <li>Teaching regularity</li> <li>Delivered content</li> </ul>  |
|                    | Insufficiently provided      | <ul style="list-style-type: none"> <li>Community service</li> <li>Students clubs</li> <li>Teacher commitment</li> <li>Teacher presence after teaching</li> <li>Continuous assessment</li> <li>Use of library services</li> <li>Use of lab materials</li> <li>Space in classroom</li> <li>Library space</li> <li>Library seats</li> <li>Instructional time</li> <li>Computer lab</li> <li>Computers</li> <li>Use of computers</li> <li>Demonstrations in teaching</li> <li>Allocated revision time</li> <li>Size of teaching staff</li> </ul> |
| Private schools    | Sufficiently provided        | <ul style="list-style-type: none"> <li>Teacher commitment</li> <li>Teacher presence after teaching</li> <li>Continuous assessment</li> <li>Use of library space</li> <li>Library seats</li> <li>Allocated revision time</li> <li>Use of lab materials</li> <li>Instructional time</li> <li>Classroom space</li> <li>Delivered content</li> <li>Educational tours/field work</li> <li>Students clubs</li> </ul>   |
|                    | Fairly sufficiently provided | <ul style="list-style-type: none"> <li>Size of teaching staff</li> <li>Computer lab</li> <li>Use of Computers</li> <li>Science labs</li> <li>Classroom Instructional materials</li> </ul>  |
|                    | Insufficiently provided      | <ul style="list-style-type: none"> <li>Use of Professional teachers</li> </ul>   |

| School type | Main theme | Sub theme   |
|-------------|------------|---|
|             |            | <ul style="list-style-type: none"> <li>▪ Community service</li> <li>▪ Use of lab materials</li> <li>▪ Textbooks if not provided by students</li> <li>▪ Sports grounds</li> <li>▪ Sports/games activities</li> </ul> |

The main themes and sub themes in Table 4.2 indicate how the adequacy of education was assessed in the selected Government and private schools. These themes suggest that this adequacy differed both within and between the selected school types. Specifically, the main themes reveal that this adequacy differed along a continuum that ranged from insufficient through fairly sufficient to sufficient levels. The sub themes reveal the differences in terms of the specific indicators of the educational resources and services provided by the selected schools. The differences are clearly explained theme by theme and sub theme by sub theme as follows:

#### **4.3.1.1 Theme One: Sufficiently provided educational services and resources**

A comparative glance at the results in Table 4.2 reveals that there were educational resources and services which both of the selected schools provided sufficiently. However, those that Government secondary schools sufficiently differed from those private schools provided in the same way. In particular, Specifically, Government schools provided sufficient science labs, lab materials, professional teachers, classroom instructional materials, and sports grounds. With respect to private secondary schools, the sufficiently provided education resources and services included: teacher commitment and presence after teaching, continuous assessment, use of library space, library seats, allocated revision time, use of lab materials, instructional time, classroom space, delivered content, educational tours/field work, and students clubs.

#### **4.3.1.2 Theme Two: Fairly sufficiently provided educational services and resources**

Results indicate that there were also educational resources and services that the selected schools provided in a fairly sufficient manner, but even among these resources and services, there were those that differed between Government and private secondary schools. In particular, the two types of schools provided material instructional resources in a fairly sufficient manner. However, while Government schools provided sports-related extracurricular activities at the same level of sufficiency, private secondary schools do so with respect to the size of their teaching staff and use of educational technology.

#### **4.3.1.3 Theme Three: Insufficiently provided educational services and resources**

Results indicate that the educational resources and services that were insufficiently provided by Government secondary school were in the following domains: human resources, teacher commitment to student academic and practical preparation, educational infrastructure, educational technology, library services, non-sports extracurricular activities, and students' self-directed learning. Likewise, private secondary schools provided insufficient library services in and professional teachers and sport-related extracurricular facilities.

The preceding results suggest that in terms of general adequacy, there was overlap in the differences. This overlap was such that some of the educational resources and services that were sufficient in both school types and those that were either fairly sufficient or insufficient in either type of schools. This overlap is however, clarified by looking at the sub themes as follows:

#### **4.3.1.4 Sub themes**

A comparative scrutiny of the sub themes in Table 4.2 reveals the specific differences that were revealed in the adequacy of educational services and resources and services provided by the selected schools. These included size of teacher staff, Use of professional teachers, teacher commitment, educational infrastructure, classroom infrastructure, Library services, educational technology, science laboratory resources, extracurricular activities, and students' self-direct learning. The first section will start with size of teaching staff.

##### **4.3.1.4.1 Size of teaching staff**

Table 4.2 shows that there was a difference between Government and private secondary schools, as far as adequacy of education measured in terms of the size of the teaching staff was concerned. The results suggest that the size of the teaching in private secondary schools was better in private schools compared to their Government counterparts. The fairly sufficient number of teachers in private schools was mentioned by most of the interviewed head teachers, with one of them explaining it clearly as follows:

“..., with the growing competition for students, the resources that a strategic private school like ours emphasizes is having enough teachers as a source of competitive advantage. With the introduction of the USE programme, Government schools attract most of the students, but they have a challenge of not having enough teachers. So, private schools like ours ensure that they have enough teachers as a way of convincing parents to bring their children. But maintaining all the teachers we need is very, very expensive in terms of paying their salaries. As such, we keep a reasonable number of teachers, especially those who can bear with us in case there are delays in fees and tuition payment”. (Private head teacher Lemon, p.299)

In contrast, Government secondary schools were associated with inadequacy of teaching staff size, which allude to insufficient ability to deliver education as expected. This was well explained by one of the interviewed head teachers:

“Definitely, like all other USE (Universal Secondary Education) schools, ours does not have enough teachers compared to the size of enrolment. We have very few teachers but very many students. So, our teacher-student ratio is about 1:150. This is definitely much higher than the recommended size of about 35-40 students per teacher”. (Government Head teacher Bronze, p.314).

Head teacher Brown from another selected Government secondary school revealed the inadequacy of the teachers by saying that, “...we still have gaps in our instructional resources. For instance, science teachers...are not enough...” Analytically, the findings confirm MOES (2016) statistics that indicate that private schools have a larger size of teaching staff compared to Government schools as shown in Table 1.5. The larger teaching staff size is explained by the increase of 26.3% in Uganda's private secondary schools as reported by MOES (2016) and World Bank (2018). Asankha and Takashi (2017) explained that the teaching staff size had remained low in public schools due to the Uganda Government's ban on teacher recruitment as a result of budget constraint. It is important to note that even when private schools had higher teaching staff sizes, their use of professional teachers were lower compared to Government schools as explained next.

#### **4.3.1.4.2 Use of professional teachers**

As OECD (2012) observed, the size of the teaching staff is one thing and yet another that the available teachers are professional or qualified. Table 4.2 indicates that the use of professional



teachers was sufficient in Government schools, but the reverse was the case in private schools. Sufficient use of professional teachers suggests that Government secondary schools provided better educational resources in terms of this indicator compared to private schools. This was substantiated by one of the interviewed Government head teachers, Black, as summarised in the following extract:

“... we do not have enough teachers, but those we have are all qualified ... In fact, just as the case should be in any Government school, all the teachers formally employed to work here, I mean those on Government payroll, are qualified teachers. The few who are yet to qualify are student teachers doing their teaching practice. But I don't count these ones because they are with us temporarily, ah, they have to go back to university to graduate as qualified teachers” (Government Head teacher Black, p.314-315).

Contrary to the preceding view, the majority of the interviewed head teachers of private schools indicated that their schools did not use enough professional teachers. One of these head teachers brought out this insufficiency clearly by explaining that:

“... Instructional resources are generally fairly available, but most of our teaching staff members are not qualified teachers. Our teaching workforce is dominated by undergraduates who can juggle teaching with their tertiary studies, the best former HSC students we ask to stay and teach as they wait for their UACE exam results, and graduates who are not professional teachers but apply to join us as teacher. This is how we maintain the size of teaching staff we need...”. (Private Head teacher Orange, p.300)

Analytically, preceding results suggest that private schools need to consider employing enough professional teachers if they are to provide adequate education. One of the interviewed private school directors explained why private schools did not use enough professional teachers by stating that, “Private schools disregard this need because they fear to meet the high remuneration of

professional teachers. They prefer to retain their own brilliant high school leavers, and to use undergraduate teachers or educationally unprofessional graduates who are not expensive to hire but are talented and interested in teaching.” This suggests that private schools did not fare well in terms of using professional teachers because they considered them too expensive to employ. They concentrated on hiring staff members they regarded as less costly but talented in teaching. This however, made private schools miss providing adequate professional teaching services, they provided sufficient talented teaching services. Another head teacher responded as:

“...the school is well stocked with resources, except in a few things. For instance, our teaching staff members are mostly people who are not qualified teachers. We really use very few professional teachers, we rely mostly on those who are talented to teach, not necessarily those who are qualified as teachers. The unqualified talented teachers are easy to manage in terms of remuneration”. (Private Head teacher Ruby, p.297)

The above results suggest that in terms of using professional teachers, adequacy of education differed in favour of Government compared to private secondary schools. They therefore allude to a need for private schools to consider recruiting professional teachers instead of overconcentrating on high numbers.

#### **4.3.1.4.3 Teacher commitment**

Teacher commitment to student academic and practical preparation differed according to the type of the selected schools. This commitment was sufficient in private schools which suggested ample teaching, but insufficient levels in Government schools, which pointed to inadequate teaching and subsequent provision of unsatisfactory education. Specifically, teachers in private schools were dedicated in terms of preparing schemes of work, lesson planning, delivering the content of the

planned lesson, student assessment and provision of feedback. They were also sufficiently committed in terms of regular attendance. This level of commitment was described by one of the head teachers selected from a private school as follows:

“First of all, teachers are committed, we have staff meetings at which we draw out the program for the term since here that’s the norm, it depends on the subject, teachers of various subjects draw plans according to their specialize in. For instance, in case of S.3 one show what they are supposed to do for a certain term, so when they decide on what they’re supposed to cover then they make a scheme, we call them scheme of work, then will be put in records of work which is the professional word “report of work”. They submit their schemes of work in time and deliver prepared lessons to students regularly. They assess students on a weekly, monthly and end of term basis and ensure that they give them corrections. This is what they want them to do and they do it with dedication. A teacher who cannot perform in this manner has no place in this school. Teaching with commitment is what we want and our teachers meet our expectation on this”. (Private Head teacher Orange, p.301).

Furthermore, the commitment of teachers in private schools was manifested in the fact that they completed the syllabus in time and availed themselves willingly to the students who needed academic assistance for better understanding. With such teacher commitment, the ability of private secondary schools to deliver better education was enhanced as one of the teachers elucidated:

“I really try my best to teach faithfully [everyday]. I always prepare my lessons properly and teach them until I complete the syllabus... I assess my students’ progress and make corrections after marking their homework and tests. I am willingly available for students who need to ask me about what they want to understand better”. (Private Teacher Emerald, p.302)

As shown in Appendix F, the interviewed private school teachers who included Pear, Violet, Olive echoed Emerald's view when they each stated that '*I complete the syllabus in time*'. As Onyambu (2014) and Han et al. (2016) observed, having committed teachers implies provision of adequate education. According to MOES (2020), secondary teacher commitment to syllabus completion implies teaching 18 to 24 lessons per week, which results into provision of sufficient education. Teachers in Government schools were unable to teach all these lessons because their commitment was undermined by absenteeism and deliberate dodging of some lessons as Mbetegyerize (2010) and Male (2011) reported. The uncommitted pattern of teachers in Government schools was further explained by one of the interviewed head teachers as stated below:

“The time on task is little, you find a teacher coming once a week to teach, come on there is no way you will find the student competing with their counterparts in private schools, where the teachers are always there” (Government Head teacher Bronze, p.316-317).

Consistent with the preceding results, one teacher said:

“Yes, I try my best to be available within the stipulated time [ah] but this does not happen always because I have other commitments. In fact, even when one is willing to spend all the working time at school helping students with their academic needs, it tends to be difficult, especially in our USE schools. The poor pay, hmm, poor working conditions and excessive class sizes in these schools make us work [unenthusiastically], and the earlier one gets out of these working conditions after teaching the mandatory lessons the better”. (Government Teacher Grey, p.316)

As the excerpt above suggests, low teacher commitment in Government secondary schools was due to un motivating working conditions, which is consistent with the observation made by Tumwebaze and MacLachlan (2012). Pointing out the same factor, other researchers explained

that teachers in Government schools demonstrate their low commitment by scaping or leaving before closing time (Ishaq, 2015; Mazaki, 2017; Kasule, 2018). These results allude to a need for Government secondary schools to improve teachers' working conditions. The next section compares educational infrastructure.

#### **4.3.1.4.4 Classroom infrastructure**

A difference was established in the classroom space educational infrastructure that the selected schools used to provide education to their enrolled students (Table 4.2). The difference favoured private secondary schools compared to Government secondary schools, suggesting that this infrastructure was inadequate in the latter schools compared to the former. One of the teachers described the inadequacy of this infrastructure in Government secondary schools by focusing on the insufficiency of the available classroom space. He had this to say:

“...the resources especially Government schools are [very limited], for example here, there many students, so many, and when you look at the number of structures there are not enough, you can't imagine we have 150 students in a class! A single stream, and one teacher is going to teach a stream of 150 students, and you can imagine what it means to the teacher...Hmmm it becomes difficult to control the class, ... lecture method of teaching, the students don't get enough..., and so they will go to the cram work system. ...it doesn't create critical thinking”. (Government teacher Apricot, p.308-309).

Government teacher Blue echoed Apricot by saying, “Most of the Government schools have excessive class sizes – a clear indicator of lack of sufficient classroom space compared to enrolment.” In fact, teacher Stripes, Grey, Lime, Amber, and Cooper supported this argument by explaining that their schools had big student numbers compared to the classroom space. In contrast,

classroom space in private schools was sufficient, but inadequate in Government schools. An interviewed head teacher narrated on private schools' favour:

“We have established enough instructional resources in terms of classrooms. In fact, our total enrolment is still below the available classroom space. We still need more students. In some classrooms that are meant to accommodate up to 50 students, we have less than 30. So, we still have excessive classroom capacity”. (Private head teacher Lemon, p.295)

Consistent with the preceding results, another head teacher from one of the selected private schools had this to say:

“Our school infrastructure is more than enough compared to the number of students we have. Students study in very spacious classrooms not only because they are relatively few but also because we want to be different from other schools, especially those that have excessive class sizes. Our policy is that every classroom should not exceed 80 students given its space [ah]. We therefore stop enrolling more students the moment we hit that target”. (Private teacher Violet, p.294).

Further support for the adequacy of classroom space in private secondary schools was echoed by one of the teachers as follows:

“I have had the opportunity to teach in both Government and private schools, but when we look at instructional resources, my observation is that private schools are better in terms of classroom space. Most of the Government schools have excessive class sizes – a clear indicator of lack of sufficient classroom space compared to the enrolment.” (Government teacher Blue, p.294-5)

These results suggest that in terms of classroom space, private schools provided better learning environments and hence better education compared to their Government counterparts. These results confirm the statistics provided in Table 1.3 about the seating capacity of private schools.

These statistics indicate that the seating space in private schools is at 86% and is higher compared to that in Government schools, which is at 84% (MOES, 2016). The results also give credence to the observations made by Teixeira et al. (2007) and Hilal (2015) that in terms of classroom size, space, seating capacity, furniture and infrastructure, Uganda's private secondary schools are better than their Government counterparts. They also confirm Mwesigye (2016) and UBOS (2017a) that showed that classroom space is insufficient in Government schools compared to enrolment size.

#### **4.3.1.4.5 Classroom instructional materials**

Results in Table 4.2 indicate that the adequacy of education provided based on classroom instructional materials differed between Government and private secondary schools. Whilst these materials were fairly sufficient in private schools, they were insufficient in Government schools. Specifically, students in private schools had fairly enough learning aids such as visual maps and diagrams painted on classroom walls, visual objects such as the globe, charts, and study guides. Teachers were facilitated with instructor's guides, pamphlets, reference materials, geometrical shapes, and chalk they needed to deliver classroom lessons.

“Our instructional resources are reasonably enough for the number of students we have. For each classroom, students have fairly enough learning aids such as visual maps and diagrams painted on classroom walls, visual objects such as the globe, charts, and study guides. In addition, our teachers are facilitated with teacher's guides, pamphlets, reference materials, geometrical shapes, and chalk they need to deliver classroom lessons.” (Private head teacher Rose, p.293)

A contrasting situation prevailed in the selected Government secondary schools. Only geographical maps and biological diagrams painted on classroom walls, and teachers' guides were

available in Government schools. Other materials such as geometrical shapes were missing, and because of excessive class sizes, study guides were critically inadequate. Government schools did not have enough portable maps, photographs, coloured chalk, and soft boards that students needed as classroom learning aids. This was explained by one of these schools' interviewed head teachers:

“The only classroom instructional materials are the geographical maps and biological diagrams painted on classroom walls, and teachers' guides. Others such as geometrical shapes are missing. Because of excessive class sizes, even the available study guides for students are critically inadequate. The school does not have enough portable maps, photographs, colored chalk, soft boards, and other materials which students need as classroom learning aids”. (Government Head teacher Brown, p.308).

Other respondents like Maroon ‘Scholastic material’, White ‘*you may want to teach world geography and you find you don't have a glob, a map,*’ supported Rose view indicating that such instructional materials undermined the provision of adequate education. Amber added that the limited ‘scholastic materials’ were some of the classroom instructional materials that contributed to the inadequacy of education that Government schools provided. It is imperative to note that even when private schools were better than Government schools in terms of available classroom instructional materials, these resources were only reasonably sufficient. This points to a need for both types of schools to improve the availability of instructional materials that teachers need to deliver classroom lessons adequately. The necessity is however, more critical in Government schools. This is in line with the studies of Abdu-Raheem (2016, 2014, 2011); Abdu-Raheem and Oluwagbohunmi, (2015); Igiri and Effiong (2015); Parnwell (2015) each of which indicate that once the classroom materials are insufficient, education provided is adversely affected. Further analysis compared library services in either type of school.



#### **4.3.1.4.6 Library services**

Turning to library services, results indicate that they were insufficient in both the selected private and Government schools (Table 4.2). Therefore, there was no difference in regard to adequacy of the education the two school types provided through library services. The lack of difference in library services contrasted the general perception that Ugandan parents hold that private secondary schools provide better education than Government schools. The two school types did not have enough textbooks and reference materials in their libraries and lacked online or e-learning library services. Inadequate provision of library services by Government schools was described by one of these schools' teachers as follows:

“The resources are inadequate, the text books are not... such as me teaching English the text books are not enough, yet we want students to have access to a passage or dialogue or something else, they have no access to that meaning there so many skills they miss”. (Government teacher Apricot, p.307).

A similar view was expressed by one of the interviewed Government school head teachers:

“...in our library, there no enough textbooks, compared to the number of students we have. Most of the textbooks in there are outdated. We don't have online library services that would have helped us get access to up to date library information for our students. Government has not paid attention to introducing e-library services in schools despite its emphasis on promoting the use of ICT countrywide. [Ah] students ... cannot afford remain without”. (Government Head teacher Black, p.307).

Government school Head teacher, Bronze, and Teachers, Gold and Grey, pointed out similar views. These participants indicated that most of the students in Government schools, especially

those enrolled under the USE programme, could not afford the purchase of their own textbooks and reference materials. This suggests that relying on students was also not viable. In comparison, most of the head teachers and teachers in private schools indicated same limitation in library services to provide adequate education to their students. Instead the schools listed relevant textbooks and reference materials and encouraged parents or sponsors to buy them. One of the head teachers illustrated this view articulately as follows:

“Some of the instructional resources are not enough. As a school, we are still developing our library. As of now, we don’t have enough library materials. In fact, almost all the textbooks, reference materials, literary books students use are provided to them by their parents or sponsors. We ask teachers to make a list of the textbooks and reference materials students need to learn well. We then turn the list into requirements that every student should meet in order to learn effectively...” (Private Head teacher Lemon p.292).

Teachers, Yellow, Plum, Violet, Pink and Head teacher Orange have similar views about the schools’ library materials consisting of textbooks which are ‘partly brought in by students’ which indicated insufficiency in library service to enhance the required education provided in private schools. In analysis, the foregoing results suggest that based on library services, both Government and private secondary schools provided inadequate education to their students. The findings support Abdu-Raheem (2014) and Abdu-Raheem and Oluwagbohunmi (2015) who noted that library materials are inadequate and outdated in most of the schools, and therefore have no academic value to learners. They compromise educational outcomes realised from a school. The next section analysed the comparison using educational technology in either type of school.

#### 4.3.1.4.7 Educational technology

Besides library services, Table 4.1 revealed that educational technology was fairly sufficient in private but insufficient in Government secondary schools. This suggests that in terms of this technology, private schools provided relatively better education compared to their Government counterparts. In analysis, the results supported the perception that private secondary schools provide better education than Government schools. The private schools' fairly sufficient educational technology was explained by one of the head teachers as follows:

“...some of the instructional resources were stocked to a facilitated modern learning include computers. We have a computer lab and have stocked it with a good number of computers. We have not reached the adequate number of computers we need, but those we have are fairly enough. ... We have 30 computers, implying that some students have to share during a computer lesson. We need to stock enough computers to avoid this sharing, which, actually challenges us during examinations.”. (Private head teacher Violet, Pg. 295).

However, insufficient of educational technology in Government schools was clearly explained by one of the computer teachers in the following excerpt:

“If there are any instructional resources most of the Government schools, I know of do not have as desired, computers are at the top the list. Government schools do not have enough computers. The situation is very bad. About 5-10 students use one computer during computer lessons. In addition, the few available computers are not well-maintained. They work inefficiently, slowly and sometimes, fail to start. The keyboards are in a poor state”. (Government teacher Stripes, p. 312).

Another respondent head teacher, Black, indicated ‘*having no access to the gargets*’ implying to the computers, and a Teacher, Lime added that some Government schools had ‘*no electricity*’ to

run these computers because they were in rural areas where the national power grid did not reach. Analytically, the preceding results suggest that through educational technology, private secondary schools provided better education compared to their Government counterparts. This credence to Meier (2018) analysis of roles teachers play with the help of technology to facilitate learning. However, from the views of Government schools this was unrealistic since teachers went without computer instructional materials which Meier supported as a negative effect on education outcome in the long run. The next section analyses a comparison of science laboratory resources.

#### **4.3.1.4.8 Science laboratory resources**

Table 4.2 reveals that while these instructional resources were sufficient in Government schools, their use was insufficient. However, these resources were fairly sufficient in private schools, but their use was sufficient. The sufficiency of these resources in Government schools was explained by one of the head teachers as follows:

“...more than one Government secondary school, and I know for sure that all of them are well-stocked with adequate instructional materials and equipment in their laboratories. These schools have the apparatus required to teacher all the science subjects, ah, I mean the traditional science subjects, like chemistry, biology and physics”. (Government Head teacher Blush, p.310-311).

One of the interviewed science teachers from one of the selected Government schools confirmed the above explanation, but added a narrative revealing how the resources were insufficiently used:

“It is very sad the schools are really given laboratories and what you find them vandalized. I know of a school; it has enough laboratory apparatus. All the equipment students need to study physics, chemistry and biology are stocked. However, most of the equipment is not

used to teach students and facilitate learning as expected either because the necessary reagents, chemicals or consumables are not often available or because teachers do not to set up the necessary experiments for students” (Government teacher Blue, p.310).

Likewise, the sufficient presence of the science resources in Government schools was further confirmed by other respondents like Head teacher Brown who noted that they ‘receive science kits’; Head teacher Bronze, who stated that they ‘buy especially the science practical materials’ in sufficient amounts and teacher Stripes who indicated that, ‘Government provides...apparatus’. These quotes imply that Government schools were indeed better facilitated with science resources they needed to provide education. However, these resources were largely redundant as they were barely used to facilitate the teaching of all the science subjects (chemistry, biology and physics). The redundancy was either because the necessary reagents, chemicals or specimens were often unavailable or because teachers did not set up the necessary experiments for students.

The contrast was the situation in private schools as one of the head teachers interviewed from one of these schools explained:

“...we have tried our best to stock the instructional resources required to make our science lab good enough to facilitate our science teachers and students. The resources we have are fairly enough for the number of science students we have. However, we haven’t reached that level at which we have the apparatus needed to set every experiment. We try our best to put the few [apparatuses] we have in the lab to effective use. We ensure that teachers use them. This is how we manage to facilitate our students to pass well, even when we do not have all the necessary lab equipment”. (Private Head teacher, Ruby, p.295-296).

In support, one of the teachers who were interviewed in one of the selected private schools observed:

“...the school is still developing its instructional resource base. So, the question of adequacy does not really apply. However, an appreciable effort has been made to stock science lab materials and equipment. These resources are quite expensive, but for a private school to have managed to stock what we see in the lab, we need to appreciate. We nearly have what we need to teach our science students. What remains is not much [ah], because this gap, we do whatever we can to put the available lab apparatus and materials to the best use possible to make our students learn as much as we want them to...” (Private teacher Red, p.296).

Still, as shown in Appendix A, because of having less than sufficient science resources and labs, private schools applied shifts per class to conduct experiments for practical subjects like chemistry, physics, biology, agriculture, art and home economics. Shifts enabled private schools to utilise less than a half of the science resources in Government schools more effectively. The shift system however, also hampered by a small number of laboratory rooms. This was the reverse in Government schools. The shifts would have worked well because of the adequate science resources, but they were not often organised; hence the low use of the resources.

The preceding results suggest that although science lab resources were sufficient in Government schools and not really sufficient in private schools, the latter schools used them more effectively compared to the former institutions. Different studies (Abdu-Raheem, 2011, 2014, 2016; Abdu-Raheem and Oluwagbohunmi, 2015; Igiri and Effiong, 2015; Parnwell, 2015) have shown that effective use of science lab resources translates into provision of adequate education. Therefore, results suggest that in terms of utilisation of science laboratories, private schools provided better education compared to Government schools.

#### **4.3.1.4.9 Extracurricular resources and activities**

Results in Table 4.2 reveal a variation in the adequacy of education that the selected schools provided through extracurricular resources. In terms of sports grounds and facilities, Government schools were better than their private counterparts. In addition, Government schools made fairly sufficient use of their sports facilities to provide the associated education as one of the head teachers explained:

“..... given the available sports fields or pitches, our emphasis is often on encouraging student involvement in sports and games so they can gain sports skills, and also be able to compete in the regional and national sports and games competitions for secondary schools...However, the stiff academic competition among schools makes it increasingly difficult to promote sports and games at the expense of curricular activities... getting the right sports tutors is also another challenge... we end up not doing enough as far as encouraging sports-related extracurricular activities is concerned”. (Government Head teacher, Black, p.312).

The excerpt above suggests that the sports grounds and facilities that were available in Government schools were not effectively utilized to provide the related education sufficiently. The case in private schools seemed logical. Results in Table 4.2 indicate that the insufficiency of sports grounds and facilities in these schools corresponded with the inadequate involvement of their students in sport-related extracurricular activities. One teacher explained this connection as follows:

“When it comes to life after school the opposite is true [Government better than private] you find someone from the Government school more effective than students from private school. They have more skills than in private setting because of one reason: the private sector is basically looking at the private bit of it. But in a Government setting, students go

for games and sports, they have facilities. They have playgrounds. They have external funding from the Government, to develop a student mentally physically and academically which may not be the case in the private sector”. (Private teacher, Pear, p.313).

This view was supported by Violet ‘sports men strictly brought in’, Purple ‘few sports activities’, and Pink ‘don’t add value’ and Orange ‘facilities not enough’ who all were stressing that the sports extra activities were mainly substituted for non-sports activities which did not require a lot of spending to effect the skills and knowledge of their students when providing education. Turning to non-sports extracurricular activities. The private schools’ sufficient encouragement of non-sports extracurricular activities was explained aptly by one of their head teachers:

“...the fact that we don’t... engage in much sports, does not mean that our students don’t do any extracurricular activities. We ensure that they are involved in non-sport extracurricular activities. Examples of the activities we encourage students to carry out include classroom and school debates, music, drama, comedy, art and crafts, and involvement in community service.... We encourage student participation in these activities because they can be conducted regardless of space”. (Private Head teacher, Lemon, p.297).

This view was echoed by Orange and Maroon ‘*school debates engagement*’ implying that students were capable of obtaining the skills and knowledge from such extracurricular activities Yet, Plum, Carol and Emerald ‘*acquire skills from dance, music and drama*’ although Yellow reported on ‘*community service*’, in these activities the skills and knowledge obtained enabled the students to lead, write, critically debate, and also confidently compete in the world. Attributes like these were seen as adequate provision of education in a private setting. These results suggest that there is need for the directors of private schools to appreciate the importance of sports recreation and related extracurricular activities to students’ talent development and academic performance, mobilise enough financial resources, and acquire more space where students can engage in these activities.



In contrast, non-sport extracurricular activities were insufficiently encouraged in Government schools because of time limitations and the fact that much of the emphasis was placed on sports and games. This was substantiated by one of the head teachers as follows:

“And when it comes to co-curricular activities, then what we need for that are balls, at least we provide so that students are exposed so skills as far as am concerned. We do not focus much on encouraging students to participate in non-sport extracurricular activities”. (Government Head teacher, Bronze, p.314).

The findings above support Tumwebaze and McLachlan (2012) observation that private schools motivate students’ involvement in extracurricular activity by encouraging them to participate in non-sport activities. The findings also concur with John’s (2009) study that indicates that while Government schools perform better in games and sports, private schools involve their students largely in non-sport extracurricular activities. The next section explains the comparison between the students’ self-directed learning.

#### **4.3.1.4.10 Students’ self-directed learning**

Education provided through encouraging students’ self-directed learning was found to differ between the selected Government and private secondary schools. It was sufficient in private schools, but inadequate in Government schools (Table 4.2). These results confirm the perception that private schools provide better education than Government schools. Private schools were better education providers in this sense because their internal climate was supportive and motivational enough to encourage students to engage in self-study. Private schools’ climate was characterised by the quietness of well-planned tree shades and freshness of air in the outside environment. It encouraged students to study on their own by revising their notes, reading ahead of teachers, and reflecting on what they were taught in classrooms in order to internalise it. Students were also free

to consult their teachers outside classrooms for academic assistance. One of the private school head teachers explained the sufficiency of this education by stating that:

“We are enabling all students such as putting consultation service from the teachers, because they need to cater for all the students, the very dull ones, bright ones, and you have also got slow learners, and average ones. I think our teachers are trying. Our school’s climate is among the instructional resources it has. The serenity of the school environment characterised by the quietness of well-planned tree shades and student parks, freshness of air, and well-maintained school lawns encourages students to study on their own by revising their notes, reading ahead of teachers, and reflecting on what they are taught in classrooms in order to internalize it”. (Private Head teacher, Lemon, p.303).

On the contrary, Government schools did not encourage students’ self-directed learning as one of the teachers explained:

“...most of the Government schools under USE are so crowded that their students find it difficult to engage in private revision or reading within their compounds. They don’t offer the kind of environment that encourages students to read privately as students are everywhere due to their excessive numbers”. (Private teacher Lime, p.317-8).

The preceding excerpt suggests there was a difference in the adequacy of education provided by the selected private and Ugandan secondary schools in terms of facilitating students’ self-directed learning.

#### **4.3.1.4.11 Conclusion**

Generally, the findings suggest that the adequacy of education differed between the selected Government and private secondary schools. With the exception of education provided through library services, which was inadequate in either type of schools, it differed in the respect of all

other aspects. On the one hand, private secondary schools provided better education compared to their Government counterparts through the following indicators: teacher commitment to student academic and practical preparation, educational infrastructure, educational technology, classroom instructional materials, size of teaching staff, use of science lab resources, non-sport extracurricular activities, and students' self-directed learning. On the other hand, Government schools provided better education in the context of the following: use of professional teachers, availability of science lab resources, provision of sports grounds and encouraging of Sports-related extracurricular activities. The next section presents results on whether these differences explained by the quality of the LMX relationship that characterised leadership between these schools' head teachers and the teachers. Therefore, the next section explains the analysis used in research question two.

#### **4.4 Research question two**

The second research question that this was intended to answer focused on establishing how the quality of LMX that typified the leadership styles used by head teachers explained the difference perceived in the adequacy of education provided by Government and private secondary schools in central Uganda. This research question was answered by analysing interview data collected from the selected head teachers and teachers using Yin's (2011) five steps. The summary of the results obtained from this analysis is depicted in Table 4.3

**Table 4.3: Template of themes and codes describing LMX quality typifying head teachers' leadership styles in selected schools**

| Themes                                   | Sub theme              | Theme                                       | Sub theme  | Codes  | Theme  | Codes   |
|--|------------------------|---|--|--|--|---|
| Leadership styles used in public schools | Bureaucratic/ red tape | Quality of LMX typing the leadership styles | Formally instructing impersonal expecting only obedience | Strict, lacks warmth, expects formal obedience                             | Influence of LMX quality on adequacy of education teachers deliver | Discourages teacher morale to teach   |
|  | Directive autocratic   |   | Absolutely dictatorial                                   | Dictatorial, task-minded, listens to nobody                                |  | Teachers work not willingness and love, but out of fear that demoralises them                     |
|  | Permissive autocratic  |   | Semi-dictatorial   | Listens to all, but responds to suggestions from only teachers he respects |  | Non-responsiveness to ideas demoralises most teachers' enthusiasm to perform                      |
|  | Laissez faire          |   | Disengaged   | Disengaged, only waits to assess performance                               |  | Self-directed teacher performance attainable  |
|  | Directive democratic   |   | Active task-oriented listening                           | Strict supervision amenable to teacher suggestions and ideas               |  | Encourages willingness to perform when it is permissive   |
| Leadership styles in private schools     | Directive democratic   | Quality of LMX typing the leadership styles | Active task-oriented listening                           | Strict supervision amenable to teacher suggestions                         | Influence of LMX quality on adequacy of education teachers deliver | Encourages willingness to perform when it is permissive   |
|  | Collaborative          |   | High mutual involvement                                  | Two-way communication based on trust                                       |  | Encourages best teacher performance   |
|  | Transformational       |   | Inspirational and rewarding                              | Individualized, inspiring, genial to all, reward high performers           |  | Encourages ever improving performance   |
|  | Paternalistic          |   | Directive expecting automatic obedience                  | Supremacy overall, except a few confidants, low trust in non-confidants    |  | Issued threats cause high performance, except for the favoured few teachers who work on own terms |
|  | Autocratic             |   | Absolutely dictatorial                                   | Dictatorial, task-minded, listens to nobody                                |  | High initial performance declines as morale reduces   |
|  | Permissive democratic  |   | Amenable and responsive to ideas                         | Warm, two-way communication and responsive to suggestions                  |  | Encourages willingness to perform   |

#### **4.4.1 Themes**

Based on Yin's (2011) interpretation stage, results from Table 4.3 indicate three major themes developed from the data. These included the following:

##### **4.4.1.1 Leadership styles**

The first theme is leadership styles used in schools. Analytically speaking, while some of the leadership styles used by the head teachers were similar in either type of schools, other differed between Government and private schools. Those that the head teachers used regardless of the school type included the autocratic and democratic leadership styles. Those that differed included the bureaucratic/red tape and laissez faire leadership style used by only head teachers in Government schools, and the collaborative, transformational, and paternalistic leadership styles that were used in only private schools.

##### **4.4.1.2 LMX quality**

The second major theme depicted in Table 4.3 is LMX Quality described by the study participants. A comparative scrutiny of the described quality reveals that it differed according to the used leadership style. Important to note is that the autocratic and democratic leadership styles were associated with LMX quality that differed between Government and private schools. The exact LMX quality and how it differed even in a single leadership style are best explained shortly according the sub themes depicted in Table 4.3.

#### **4.4.1.3 Influence of LMX quality**

This theme appears in Table 4.3 describing how the quality of LMX relationship that typified each leadership style influenced adequacy of education that the selected Government and private schools provided. Each of the three themes explained above are horizontally connected in Table 4.3. This link is interpreted below in a logical way. To avoid repetition, the link is interpreted based on the specific sub-themes corresponding to leadership styles, starting with bureaucratic style.

#### **4.4.1.4 Sub themes**

##### **4.4.1.4.1 Bureaucratic leadership style**

Table 4.3 indicates that the bureaucratic leadership style featured as one of the leadership styles used by head teachers in Government schools. The dyadic LMX quality that typified this leadership style was described by teachers as formally instructing, impersonal and expecting only obedience from the teachers. These results suggest that head teachers who used this leadership style were administratively distant from the teaching staff members as individuals. Teachers described this distantness by noting that the head teachers were very strict, lacked warmth and insisted on impersonal formality that took the form of these principals either going through their deputies or using instructions written on notice boards to all teachers about what to do. One of the interviewed Government teachers revealed this style by stating that:

“The hierarchy of course, the head teacher is on top and alone there, he rarely interacts with us; he communicates through instructions written on the notice boards, then we have got administrators. Since the school has got big numbers, we have got sections with the two deans, dean middle section and dean upper section. From there we have got heads of

subjects. From there we go to class teachers and the bottom person here is the subject teacher. So that how we report in that hierarchy. ...there is lot of procedure to be followed especially when it comes to finance, for resistance you might find you need some money to buy scholastic materials and you have to follow procedure and that process takes some time. The school is not supposed to have cash, so... Students are not supposed to pay since they are Government aided, so you find that the run of day to day activities they're delays." (Government Teacher Amber p.332-333).

A view pointing to the same bureaucratic leadership style was expressed by another teacher in another selected Government school as follows:

"...his leadership purely through bureaucracy. You can't get directly to him. He wants us to express our grievances impersonally by writing them done to him through the head of department and deputy head teacher. Never mind that some of the grievances may be about the very people he wants you to go through. Nothing reaches him directly. Even when he himself tells you that something needs to be done, he maintains that you should go through the right procedure to do it... those things of going through the head of department, director of studies, school bursar, and deputy head teacher, then to him..." (Government Teacher Blue p.333).

Even the head teacher himself revealed how bureaucratic he was by stating that:

"Of course, here, the school has its known administrative and subsequently, leadership procedure. I use that procedure to manage and lead the school. I can only ignore it when I am providing academic supervision. I move around to check whether teachers are doing their work" (Government Head teacher Brown p.331).

Clearly, the quality of LMX that typified the bureaucratic leadership style was characterised by formal communication, impersonal and expecting only obedience from the teachers. This LMX quality was not dyadic at all as it was basically impersonal and typified by strictly written

communication. It lacked warmth and expected formal obedience from all teachers. It was more clearly explained by one of the interviewed teachers when he was asked to describe how the head teacher related to them:

“The relationship is quite formal. He (the head teacher) usually writes what he wants all teachers to do, including attending any meeting with him, on the notice board. In most cases, he goes through the deputy head teacher. There is a lot of formality and strictness in the way he relates to staff members. It feels like all he expects from teachers is accept and do what he wants or be reprimanded for defiance” (Government Teacher Chocolate p.331).

The above narrative was substantiated by a private school head teacher who had worked in a government school before. This is what this respondent had to say:

“The differences majorly, in Government institution especially where I was there is a lot of bureaucracy mainly, so implementing any decisions you take or attending to any issues that arise it takes long because you need to get subsequent permission”. (Private head teacher Lemon p.332)

Asked about how such a leadership relationship affected the teachers’ execution of assigned duties, analysis of the responses pointed to a consensus view, suggesting that it discouraged teacher morale to teach. One of teachers explained this influence by stating that:

“Ah, the relationship is somewhat discouraging. You see, the resources such as stationary, reference materials, and others are fairly available, but getting authorisation to use them away from school is a lengthy process [ah], the bureaucracy you have to go through to be authorised such as being asked to go and ask another person and that person as well sends you to another person. This discourages using some reference materials one needs in order to prepare lessons at home [ah] ...”. (Government Teacher Gold p.333).



The findings did not have a clear definition for bureaucratic style, however attributes like very strict, lacked warmth and insisted on impersonal formality, expecting obedience merged. This LMX quality discouraged teacher morale. This is consistent with Dansereau et al.'s (1975) and Hensley and Burmeister's (2010) argument that LMX happens more informally than formally when performing leadership roles. The results also confirm Henandez's (2016) observation that formal exchange does not encourage subordinates to work effectively because it denies them the autonomy they need to be motivated to work individually. According to Graen and Ganedo (2016), subordinates can only work under the bureaucratic arrangement only when they are provided with relevant resources, which, unfortunately was not the case in the Government schools where this leadership style was applied. It is therefore not surprising that these schools provided inadequate education. The next section compared the autocratic leadership style.

#### **4.4.1.4.2 Autocratic leadership style**

A comparative perusal of results in Table 4.3 reveals that some of the head teachers in the selected Government and private schools exercised their leadership over teachers using the autocratic leadership style. A teacher interviewed in one of the selected private schools revealed this leadership style when asked to describe how the head teacher related with each teaching staff member while exercising the leadership role. He had this to say:

“Here it's more of authoritarianism, there is also a bit of dictatorship, when the head assigns us tasks, we are expected to bid (obey). So, if you fail then you suffer the consequences, this includes missing lessons, unavailability, and his in position to dismiss you or write a warning letter without negotiating with him. So, it's a bit autocratic in my opinion”. (Private Teacher Pear p.328).

In a similar way, a teacher from one of the selected Government schools described the head teacher's leadership relationship with staff members by stating that:

“...I have never worked under a head teacher who is as dictatorial as this one we have now. He has this tendency of telling us that anyone who fails to do their work has no place in his school. You sometimes wonder about what to do with his commanding approach bent on ensuring that things are [sigh] (done regardless) of the working conditions and our personal health conditions. In brief, he wants you to listen to his instructions, do what they say without questioning, or you will be subjected to all forms of you know...”. (Government teacher Grey p.327).

The head teacher whose leadership style was described as illustrated above did not differ in his own description of how dealt with teachers individually. He had this to say:

“I also need to indicate that there is work being done, at times I have to dictate. You know people at times dislike work but some push could get them to do some work, when not strict in some circumstances teachers relax more, otherwise you have to use tactics as well to make them produce results”. (Government Head teacher Brown p.328).

There was another head teacher whose absolute dictatorial LMX was described by one of the interviewed teachers as follows:

“I have not really much to say but the leadership here the way I see it, it's authoritarian. They tend to instruct us around, criticise us and at time scold you, especially when the performance of the students drops. Thinking that we are not doing what is required of us. Hmm some things are hard to discuss on record so please, try to leave this private .... At times they talk to us as children and even threaten us with warning letter. Yet they know in Government schools, the system is so demoralising”. (Government teacher Stripes p.329)

The results in Table 4.3 indicate further that there were private school head teachers who used autocracy associated with a similar absolutely dictatorial LMX quality. These head teachers demonstrated this kind of LMX by being overly authoritarian, task-minded, and listening to nobody. One of the teachers explained this using the following description:

“...people that are owning the school would want to have an upper hand in everything. They take on most of the responsibilities. They would want like hands on everything, so in most cases we are left out and we are not allowed to practise what we are supposed to do as we expect things are done. For instance, they tend not to listen communicate arrogantly and they tend not to trust easily. Matters arising not related to performance, may make you look bad. Just know its total assigning of duties and once you fail then try somewhere else”.  
(Private teacher Violet p.327).

Head teachers who used the autocratic leadership style as explained above were practically strict, unfriendly and disrespectful dictators who treated teachers mechanistically, which confirms autocracy as described by different scholars (Zaineb, 2010; Nwadukwe et al., 2012; Ekong, Olusegun and Mukaila, 2013; Ogunola, Kalejaiye and Abrifor, 2013; Joseph, 2014). There was however, one head teacher from one of the selected Government schools who described his autocratic leadership relationship with staff members in a light manner, thereby pointing to benevolent autocracy as described by Cherry (2010). This respondent explained that:

“For this to really work, I tend to dictate what should be done, it sounds negative but it’s important to give instructions and they are followed. If they suggest how best to implement the decisions, you can grant them that and this increases their motivation to do what you want. Besides, there are a few teachers who have taught for a long time. I can take what they suggest but tell them to implement it as if it is my own decision. It sounds funny to

them, but they like it because I have considered their ideas” (Government Head teacher Bronze p.328-9).

A similar benevolent autocratic leadership style with a more friendly LMX quality was, used by another Government school head teachers as described below:

“I would suggest that our head teacher is a friendly dictator, she will issue orders and deadlines but of course leaves room for suggestions that see fit. For instance, there is room to develop scheme in such a way that you are going to be able to finish the teaching lessons of the syllabus before the UNEB examinations. Implying, it’s had to get a reason at the end of the day that you failed to deliver which has worked...” (Government Teacher Coffee p.329).

Generally, the foregoing results suggests that some of the head teachers who used the autocratic leadership style were not absolutely dictatorial. Rather, they used the leadership style benignly, which alludes to benevolent autocracy. These results indicate that autocracy was applied in such a way that it the LMX quality that typified it was absolutely dictatorial in private schools, but a mixed of both authoritarian benevolent LMX in Government schools.

When the respondents were asked to explain how such LMX quality influenced the performance of assigned school duties, which, in essence, meant adequacy of provided education, the analysis of their responses revealed that the effect varied. The influence of the absolutely dictatorial LMX quality was generally in form of making teachers in Government schools work unwillingly, but out of fear, which demoralised them from doing the assigned teaching and non-teaching duties as expected, thereby effectively discouraging provision of adequate education. This confirms

Joseph's (2014) observation that absolute dictatorship demoralises subordinate performance. One of the teachers articulated this effect by explaining that:

“For [you know], sometimes you work out of fear. I love teaching and I believe it is my calling, but the head teacher's treatment is demoralising. You don't perform to your best because instead of being appreciated, all you get is pointing out negatives about what you have not done right and backing at you... as a way of saying this is what you should have done...., but all this makes you develop fear, which dampens your willingness to perform to your best”. (Private teacher Silver, p.328).

In private schools, the effect of the absolutely dictatorial LMX was such that it led to high initial performance out of fear, but this performance diminished as teachers become weary of the threats issued by the head teachers. This confirms the argument by, Zaineh (2010) and Ogunola et al. (2013) that absolute autocracy causes high initial performance, which declines as subordinates get tired of how they are treated. One of the interviewed teachers described this effect by saying that:

“May be to elaborate more, of course, I don't say that our head is bad but, I feel like it's overboard. How, you work harder to please him and avoid his discouraging comments, demonising feedback and threats. You also work harder to avoid being unilaterally dismissed. Before you get used the threats you have to perform. But the situation changes as you get used to the bullying, insults and the dismissal threats, which he doesn't implement anyway. Any way I think at times it's us who are not doing enough”. (Private teacher Carol, p.321).

The effect of the benevolently dictatorial LMX was however, generally positive on teachers' performance of their work and subsequently, on the adequacy of delivered education. There is evidence that listening to suggestions encouraged teachers to perform assigned work. One of the teachers substantiated this effect by explaining that:

“Actually, there is no castigating but there is that motherly approach. To try to sort out the issues that are affecting your performance. To elaborate on the motherly approach is more of dictatorship friendly, as a matter of fact, it makes me feel encourage to do my work because it gives some freedom to do it my way. It is not essentially ‘do this and do it like this or that....’ Rather, you are given what to do such as lessons to teach and you choose to do it in the best way possible to you. That is, you develop your own schemes of work and lesson plans. This encourages you to do the work well”. (Government teacher Copper, p.330).

#### **4.4.1.4.3 Laissez faire leadership style**

Laissez faire was revealed as another leadership style that some of the head teachers applied to exercise their leadership (Table 4.3). This leadership style however, featured in Government schools only, suggesting that the LMX quality that was associated with it had an effect on adequacy of education provided by only these institutions. Laissez faire was revealed in form of head teachers assigning instructional and non-instructional work to teachers based on the school timetable, and leaving them to do it unsupervised. This was substantiated by one of the teachers interviewed in a Government school as follows:

“... (our head teacher) .... tends to appear at the beginning of the term and to disappear during the term, after delegating all the work to other teachers. Teachers are left to do what they can. They can teach but not really in a dedicated way. There are those who choose to miss lessons deliberately. You know also, if the wage is low you have to improvise, people have families to feed, so they also do other things...” (Government teacher Gold, p.334-335).

To establish the quality of LMX associated with laissez faire, respondents were asked to describe how the head teacher related with the teachers as individuals. Responses revealed a consensus view that this quality was typified by a disengaged relationship. One of the teachers explained:

“In Government schools, supervision is just assumed. Teachers are presumed to know their roles. Once they are posted to a school, all they get is a briefing, which also assumes that they are aware of what they ought to do on their own. Head teachers tend to be more active at the beginning of the term, allocating duties and providing learning materials obtained from Government, then teachers are left to teach. Since there is no effective supervision, you teach if you can, after all Government pays you regardless of how much work you do” (Government Head teacher Black, p.334).

When the teachers were asked to explain how the LMX quality explained above influenced their performance, their responses suggested that teachers resorted to and attained only self-directed performance, suggesting that the adequacy of education they provided depended on their discretion, and was adversely affected in most cases. This was stated by one of the teachers:

“Teachers are left to teach as they please. Supervision is at its lowest, if it is there at all. They teach according to their pace, but many of them do not complete the syllabus. They dodge lessons most of the time; do not mark the work given to students and leave school to go moonlighting anytime they deem it fit. As a result, students lose out”. (Government teacher Apricot, p.334).

The preceding excerpts suggest that the quality of the LMX the respondents associated with the laissez faire was low characterised by head teacher’s disengagement and distantness from teachers as individuals. This LMX quality had an adverse effect on the adequacy of education provided by Government secondary schools in which it was used. The fact that LMX quality associated with

laissez faire translated into inadequate education gives credence to different studies (Mukoma, 2003; Guangco, 2010; Ghiasa and Aijaz, 2012; Bauer and Ergoden, 2015; Isundwa, 2015; Graen and Canedo, 2016). Each of these studies indicates that laissez faire leads to low subordinate performance, except in isolated situations where followers are self-driven workers.

#### **4.4.1.4.4 Democratic leadership style**

Results in Table 4.3 indicated that this was one of the styles by which head teachers in either type of schools exercised their leadership over teachers. However, while the head teachers in Government schools used the directive democratic leadership style, those in private secondary schools used either the directive or permissive democratic style (Table 4.3). Consequently, the quality of the LMX that typified the democratic leadership style and its effect on the adequacy of provided education differed between the selected Government and private schools in some cases. Specifically, one of the teachers interviewed in one of the selected private schools described the permissive democratic leadership style used by the school's head teacher as follows:

“The head teacher is assertive and definitely will follow through. He involves us in the making of decisions necessary for the school to function in an ever-improving way. He holds meetings either on a one-to-one or general basis to let us participate in deciding how we should work in order to make the school perform better in terms of delivering desired educational outcomes. He usually calls us to discuss, and after agreeing on how much we should each teach, he facilitates us with the necessary teaching resources and allows latitude to teach as agreed but continues to be available for consultation in case need arises” (Private teacher Emerald, p.323).



The quality of the LMX associated with the permissive democratic leadership style was such that the head teacher was dyadically amenable and responsive to teacher ideas. This was generally expressed in terms of the head teacher keeping a warm, two-way communication and being responsive to each teacher's suggestions. The head teacher was free with each staff member, willing to listen to them and to act on their suggestions, while allowing them room to do the agreed work in a minimally supervised manner. One of the teachers explained this quality as follows:

“Yes of course through meetings he follows up to assess the allocated duties. As far as I know, the head teacher is very open, free and conversational with staff members. He involves us in determining how best to ensure that the school performs well and listens to any idea you suggest. He gives you time to explain how the idea can work and leaves you satisfied with the decision, even if he does not take the idea. When you convince him about how it can improve the school, he embraces it and shares it with other staff members, especially those expected to implement it. He gives them and you a chance to implement the idea and waits for the results, which he rewards you when they bear fruits”. (Private teacher Plum, p.322).

Consequently, the effect of the LMX quality described above was to encourage teachers' willingness to perform assigned tasks, which eventually improved the adequacy of education provided by private schools. One of the interviewed head teachers explained this effect as follows:

“As an individual this what I always do when I join an institution. Three quarters of the day I am at a place of work, I would like to enter the gate to a warm environment. So, I normally tend to influence everyone to enjoy the warm environment. To remove intrigue, to remove the stigma, to remove the scary, you know ... you try to mentor people, actually I mentor teachers to accept there must be a leader and there also must be those who are led. And we must work together even if someone is questioning you or reprimanding you on something. Have a positive attitude, this has helped me. Because even with my bosses, I

am the one person who is not scare of telling my bosses that I am not agreeing with certain things. Eventually when they see my point, they agree with me.”. (Private head teacher Lemon, p.323).

On the contrary, the directive democratic that some teachers used in both Government and private schools was associated with LMX quality that involved head teachers using strict supervision that was amenable to the teachers’ suggestions and ideas only when they enhanced the issued directives without changing their intent or purpose in terms of what the head teachers wanted the teachers to do. Specifically, the directive democratic leadership style was revealed by one of the teachers interviewed in one of the selected Government schools as follows:

“Yes, when having departmental meetings, we raise issues and take our suggestion to the administration and where possible the administration comes in and work according to the budget. A good example is when it comes to selecting times of distributing lessons, the head teacher in meetings is democratic to choose the best time for us. Well a well-prepared timetable with lessons is tabled by him but still he has to agree to our consent”. (Government teacher Blue, p.330)

The same view was echoed by a teacher in interviewed in one of the private schools by stating:

“If you’re informed that the supervisor is coming obviously you need to prepare so that you don’t look inefficient before your students and the head teacher. It also makes our job better, because for instance if they say you supervisor is coming or is showing up at 7:00am you can’t come at 7:30am that is exemplifying your punctuality. The quality you are dispensing will be different. Given like a supervisor coming to your English class you, have to, find sometimes to prepare. Like I need to prepare better. In class when supervision takes places, there supervision forms used entrusted by student leader presidents. They record the time you enter and need to append your signature. They are monitoring if you’re attending. And if you don’t sign, they are monitoring these supervision forms or

supervision lesson papers daily, then there is no way you can convince people that you have worked. I feel like this is democracy, where you are told what to expect. And if he asks for your suggestions of how you will do it, and what you will need to do it so that you deliver the expected results.”. (Private teacher Peach, p.320)

The preceding results suggest that the directive democratic leadership style involved the head teacher issuing directives and allowing teachers to discuss and agree to them. When the respondents were asked to explain how exactly the head teacher related with teachers individually, the LMX quality they associated with the head teachers who used the directive democratic leadership style was generally revealed as active task-oriented listening demonstrated by in form of exercising strict supervision which was amenable to teachers’ suggestions and ideas.

Although the LMX quality that typified the directive democratic leadership style involved the head teacher listening to teachers, its being task-oriented overemphasised tasks, which demoralised teachers, thereby adversely affecting their delivery of adequate to students as one of the interviewed teachers indicated:

“This way of doing things ensure quality control where teachers are evaluated annually. The teachers are guided since they are made aware of the clear goals and objectives of the head teacher in line with the school aims. To be specific, head teacher discusses the work allocated to us with us is not so much about the humane aspects of it. It is totally about how best the work itself can be accomplished without any regard to social lives. We are supposed to work for eight hours a day, but the lessons allocated to us requires us to teach for 12 hours a day from Monday to Friday, and a half day (six hours on Saturday). This is a bit overdone, quite demoralising we have little time with families”. (Private teacher Emerald, p.322).

Another teacher interviewed from a Government school expressed a similar view:

“even if am on the payroll or not I still work, but some people are better at heart such as these teachers leaving their own kids at home yet come to teach other people’s kids [ah] doesn’t really work. Meaning it takes a lot of sacrifice teachers to keep teaching given that they get low incomes. Imagine working from 7:30 am to 7:00 pm every working day. You leave home very early and go back late. You don’t get enough time with your family members. You keep accumulating stress, which affects your performance negatively...”  
(Government teacher Apricot, p.331).

Generally, result mirrored the different democratic leadership styles that feature in the work of Nanjundeswaraswamy and Swamy (2014). The directive democratic leadership style that featured in Government and private schools was associated with task-oriented dyadic LMX quality defined in terms of head teachers listening to individual teachers’ suggestions without responding to them. The communication associated with this LMX quality was in form of giving instructions about what had to be done and allowing time to carry it out. Therefore, the LMX quality was less encouraging and it demoralised the teacher’s willingness to perform. In contrast, the LMX quality that was associated with the permissive democratic leadership style was warm, respectful, and characterised by open communication and listening, all of which encouraged teachers to perform their work, thereby providing better education. These results confirm the studies of McGuire (2005), Pathack (2005), Fixi (2013), Flickey and Raj Dahal (2014) and Grinsely (2014). Each of these studies indicates that the democratic leadership style can be effective or ineffective, depending on how it is applied. The present study reveals that the difference in the effect of this leadership style on subordinates’ performance is explained by the quality of the dyadic LMX associated with it. The next section explains that comparison in a collaborative leadership style.

#### **4.4.1.4.5 Collaborative leadership style**

A comparative glance at the results in Table 4.3 reveals that this leadership style featured in private schools, but not in Government schools. This suggests that the LMX quality associated with it

influenced adequacy of education provided by the selected private schools only. The leadership style was revealed by one of the head teachers as follows:

“To the staff members I have been supportive, in fact in this particular institution where you have come you would hardly know who the head teacher is..., we are like colleagues or a team. Actually, people have a nick name for me as mama something! So, when they come to you sometimes on a personal basis you have to be supportive as you can. That is on a personal basis. But in terms of line of their jobs, you make sure for instance their requisitions are honoured. Or invite them to discuss about the requisition and negotiate to cut down on the expenses. I think the relationship is okay. Of course, when it’s an issue with the ministry of education you have comply with their guidelines”. (Private head teacher Orange, p.323-324).

One of the interviewed teachers confirmed the excerpt above by stating that:

“The relationship of the head teacher ensures teamwork which has helped the learners to acquire the objective and aims of the learner’s education. There is trust built so that we work when there is [no friction]”. (Private teacher Plum, p.324).

In addition to explaining the leadership style, the respondents explained the quality of LMX associated with it by indicating that it was typified by high mutual involvement characterised by two-way communication based on trust:

“... we supervisors... don’t sit to only receive records, instead we go to the ground and work with them (teachers)... Where need ... be, we have to attend the class where a teacher is teaching and observe so that we correct and support. In fact, we ensure that we welcome their ideas such as inviting the head of department or class teacher and combine output. ...our [head teacher] cooperates with us very much and we work as a team for good end results as a school.” (Private teacher Olive, p.324)

The preceding excerpt suggests that the quality of the dyadic LMX that respondents associated with the collaborative leadership style was high, typifying by two-way warm, welcoming and permissive two-way communication between the head teacher and teachers. Regarding the effect of this LMX quality on adequacy of education, one of the private school head teachers described it as positive, saying that it encouraged the best teacher performance:

“.... teamwork is very important. It encourages teachers to perform to their best. There so many things that you cannot do as an individual you need to get other colleagues to help you. That is why teamwork is very important. And if the work is to move on swiftly you must be part of the whole learning of the institution, all the changes that come as part of the institution”. (Private head teacher Rose, p.325).

The foregoing results suggest that when the LMX quality is characterised by a dyadic relationship in which a leader is collaborative, supportive, uses encouraging and respectful communication, and is understanding, it encourages subordinates to perform to their best, which translates into better organisational/school performance (provision of adequate education). Therefore, the results endorse the observations made by Cranston (2010), Mcleskey (2010) and Tatum (2014) that collaborative leadership encourages organisational performance. The next section discussed the comparison in a transformational leadership style.

#### **4.4.1.4.6 Transformational leadership style**

This leadership style featured in private schools, but not in Government schools. It was revealed by the head teacher of one of the selected private schools as follows:

“The difference actually in a private school leadership keeps on changing, according to the changing demands of clients, the changing trends in the education settings etc. ...private

institution you come to find you're in a situation where you will keep on crossing from one office or area to another depending on the demands of the day and the changing trends around you, so you can't say that this is supposed to be done by the head teacher when you are the man at that spot you can assume any responsibility around. I don't tolerate static thinking. That is the biggest difference". (Private head teacher Rose, p.325)

In support, one of the teachers had this to say:

"The head teacher uses a highly individualised approach that inspires us to willingly participate in developing the school. He does this by genuinely communicating the school's vision and mission in a very articulate manner, explaining what we need to do, and challenging us to suggest ideas about how the school can grow and become the best it can be. He welcomes any good or workable ideas and takes the risk of implementing them in a calculated way. The way he packages his message makes you feel that you need to participate in order to become a part of the imminent positive change in the school". (Private teacher Red p.325).

The results above show that the head teachers applied the transformational leadership to develop their schools. When the respondents were asked to explain the exact relationship that these head teachers cultivated with teachers, the analysis of their responses pointed to the quality of LMX that was inspirational and rewarding, largely expressed through individualized inspiration, genial interaction with all, and highly rewarding to high performers:

"I am trying to talk about the head teacher, the head teacher tries to of course bring us together as a team, he tries to show us the positivity, definitely try to tell us to eliminate the negativities in live. May be to say I do away with people who try to be negative in life. Or all those to pull us down, so is him as a leader who is good. Whenever there is a problem, he is kind [ah] who will come down and find out the truth about it and then will draw conclusions later". (Private head teacher Purple p.326)

Evidently, the transformational leadership was characterised by high LMX quality. No wonder that the influence of this quality was such that it encouraged ever improving performance among teachers and subsequently improving school performance. One teacher articulated this as follows:

“The way the head teacher treats us encourages us to work harder, often going an extra mile for the sake of making the school move forward and bringing a smile on his face. In fact, the way the teachers do their work is in most cases in reciprocation of what the head teachers does for them. Imagine someone who treats you as if he is in your shoes. He is an inspiring person you can’t afford to disappoint by performing below...”. (Private teacher Plum p.326).

The revelation of the transformational leadership style gives credence to the studies of Turner et al. (2002), Hadman and Micheal (2009), Tisdale (2012), Ibrahim and Al-Taneiji (2013), Odumeru Ogbonna (2013), and Jiangg Zhao and Ni (2017). Each of these studies explained the transformational leadership style, indicating that it involves head teachers providing clear communication of expectations to teacher, genuinely articulating the mission and visions, and boosting teachers’ morale by talking to them on individual basis. It also confirms Advani and Abbas’ (2015) and Hargis Wyatt and Piotrowski’s (2011) observations on transformational leadership as an inspirational style. Being inspirational suggests that the associated LMX quality motivated teachers to perform ever better, which translated into ever improving adequacy of the education they provided. the fact that the head teacher motivated teachers individually suggests that the dyadic LMX quality was individualised, friendly and typified by being understanding and showing concern for teachers. It is therefore, not surprising that the LMX quality associated with the transformational leadership style encouraged provision of adequate education.



#### **4.4.1.4.7 Paternalistic leadership**

This leadership style was revealed in private schools only, implying that it did not feature in Government schools. Therefore, the LMX quality that characterised it impacted adequacy of education provided by private schools only. It was revealed by one of the teachers as stated below:

“The relationship I have with [the head teacher] is a bit domineering, for some of us that are still below his age he tends to you know [ah], this is an individual business and then, one plays the role of being the head and director, I mean he assigns most of the teachers all the lessons and other school duties as he pleases without consulting us, and expects you to automatically teach all the lessons without any question. He respects a few teachers who are almost his age, and they are the only ones he can confide in, discuss with and listen to. He discriminates against some of us, leaves us out of decision making and treats us as mere implementers of his decisions” (Private teacher Silver p.326-7).

Asked to explain the nature of the leadership relationship that head teachers who practiced this leadership style had with teachers, responses revealed the quality of the LMX that was such that the head teacher was directive, expecting automatic obedience from the teachers, especially those who were not his confidants:

“In schools where there is strict supervision with precise directives, in most cases you find teachers are there on time except for a few who are above his age who cannot submit to his commands, otherwise, the rest of us do their work. There is no late coming, or else a warning call maybe used. So, I believe we perform or staff work” (Private teacher White p.327).

Such quality of LMX reveals downward and unquestionable communication, which made teachers perform their work regularly, efficiently and effectively. This quality confirms Joseph's (2014) observation that associated the paternalistic leadership style with downward communication. The head teachers who used it communicated authoritatively since they had the highest power. It worked almost like dictatorship for some teachers but as also collaborative leadership for others whom head teacher consulted, confided in or listened to, which confirmed the observations made by Nwadukwe et al. (2012) and Ekong, Olusengun and Mukaila (2013) that paternalistic leadership can be dictatorial and collaborative, although the latter is usually with very few trusted subordinates. Its dictatorial nature works but only before it starts to demoralise subordinates.

#### **4.4.1.5 Conclusion**

Applying Yin's (2011) interpretation stage, the results in Table 4.3 summarised the leadership styles that were used by the head teachers of the selected private and Government schools. The results show that some of the leadership styles used in private schools differed from those used in Government schools. Those applied by head teachers in Government schools only included the bureaucratic and laissez faire leadership style having a negative influence. Those which were exclusively used by head teachers in private schools included the transformational, collaborative, and paternalistic leadership styles. The autocratic and democratic leadership styles featured in both types of schools, but the way they were used, differed between Government and private schools. In private schools, the democratic leadership style was applied in only a directive way, but in Government schools it was used in a directive and permissive manner. Similarly, while the autocratic leadership style was used in private schools an absolutely dictatorial way; it was applied

in Government schools not only in an absolute way but also in a benevolent manner. The LMX quality associated with some leadership styles such as laissez faire, bureaucratic, absolute dictatorial, paternalistic, directive democratic leadership styles resulted into provision of adequate education initially, but the adequacy declined as teachers got tired or used to negative effects of each of these leadership styles. The LMX quality associated with other leadership styles mentioned above was generally positive, encouraged teachers to perform better, and therefore, contributed positively to provision of adequate education by the schools in which they were applied, particularly private schools.

#### **4.5 Research Question three**

The third research question focused on establishing how the quality of LMX characterising relationship between head teachers and their superiors explained the difference in the adequacy of education provided by Government and private secondary schools in the central part of Uganda. This research question was answered by interviewing the head teachers, and their superiors (BOG, BOD and PTA chairpersons). The interviews involved asking each of these respondents to explain this quality and its influence on adequacy of education provided by their schools. The responses they provided were analysed using Yin's stages of thematic. The summary of the themes and sub-themes developed from this analysis is shown in Table 4.4. The details appear in Appendix C.

Table 4.4: Summarised themes and codes comparing LMX quality in head teacher-superior relationship in private and Government schools

| Main Theme  | Sub theme   | Codes  | Sub Theme   | Codes  |
|---|---|--|---|--|
| Quality of LMX typing superior-H/M leadership relationship in public schools  | Defined by superior's laissez faire based on trust, respect                               | Superior interacts minimally, based on trust in and respect for H/M.   | Influence of LMX quality on adequacy of education | Adequacy of education is inhibited by lack of effective superior support                   |
|   | Motivational mutual trust and civil teamwork and civil teamwork                           | Mutually civil, inspiring, typified by appreciation and confidence in each other   |   | Ensures that provided education is as adequate as possible                                 |
|   | Intransigent typified by formally coercive communication                                  | Uses formal communication, insists on observing school culture and accountability reports  |   | Dispirits H/M to ensure provision of adequate education                                    |
|   | Defined by superior self-seeking communication  | Self-interest maximising communication oblivious of others and school's interest   |   | Drained resources lower adequacy of provided education                                     |
|   | Cold typified by H/M timidity due to superior uncivil intimidation                        | Superior uses deadlines and uncivil threats to make H/M work harder  |   | Lowers H/M zeal to ensure school provides ample education                                  |
|   | Task-oriented typified by transactional communication                                     | Superior appreciates H/M for good performance, but chides him when school performs poorly  |   | Maintains adequacy of provided education as it is  |
| Quality of LMX typing superior-H/M leadership relationship in private schools | Task-oriented typified by transactional communication                                     | Superior appreciates H/M for good performance, but chides him when school performs poorly  | Influence of LMX quality on adequacy of education | Maintains adequacy of provided education as it is  |
|   | Paternalistic typified by ordering  | Superior communicates unilateral decisions H/M must apply for school to operate as desired.  |   | Limited autonomy felt by H/M dispirits zeal to ensure a school provides adequate education |
|   | Typified by superior's micro leadership   | Superior always present to oversee school functioning, mobilise resources and give H/M supportive, evocative and provocative task-oriented direction and rewards |   | Ensures provided education is as adequate as possible                                      |
|   | Facilitative and motivating   | Superior approves and mobilises resources that facilitate H/M's work   |   | Ensures education provided is adequate   |
|   | Participatory typified by superior's teamwork involvement                                 | Superior-H/M cooperation in developing and supervising school plans  |   | Ensures provided education is as adequate as possible                                      |
|   | Transformational communication typified by mutual trust, superior inspiration and support | Superior communicates change desired in school's educational capacity trusting H/M to apply them   |   | Improves adequacy of provided education  |

### **4.5.1 Major Themes**

Based on Yin's (2011) fourth stage (interpretation), results in Table 4.4 indicate that the quality of the dyadic LMX that characterised the superior-head teacher leadership relationship was described in different ways in both private and Government or Government schools. The first main theme and its corresponding sub themes indicate that in Government schools, this quality took the following forms: (a) Superior's laissez faire based on trust and respect; (b) superior intransigent and coercive formal communication; (c) superior self-seeking communication; and (d) motivational mutual trust and civil teamwork; and task-oriented typified by transactional communication. The second main theme and its corresponding sub themes show that in private schools, this quality was in the following forms: (a) paternalistic coercive communication; (b) superior-micro leadership; and (c) Inspirational and transformational communication typified by trust.

The sub themes indicate that the specific forms of the quality of the dyadic LMX that typified each identified head teacher-superior relationship, and that while some of these forms were similar, others differed between Government and private schools. This difference suggests that there were also variations in the adequacy of education provided by Government and private schools. These similarities and differences can be clearly explained based on each sub theme as presented henceforward:

#### **4.5.1.1 Superior's laissez faire based on trust and respect**

Table 4.4 indicates that this LMX quality that characterised the superior-head teacher relationship in some of the Government schools, but did not feature in private schools. It was typically expressed in form of superiors' minimal interaction with the head teachers because of the trust and respect they had for the head teachers. This minimal interaction was expressed

in terms of the chairpersons of the Board of Governors (BOG) being often away from school and appearing only at the time of annual board meetings. They kept away most of them because they respected the head teachers and had trust that the head teachers had what it took to manage the schools well without their involvement. This was succinctly stated by one of the interviewed BOG chairpersons as follows:

“My relationship with the head teachers is generally based on the trust I have in them. I have got over five schools that I chair as a board member and have three schools that I own. I am often away, but I believe they can handle the management of the school very well, even without our supervision as a board. All board members respect them and what they do for the schools. They usually give me calls in case my input as a board chairperson or director is needed, and I certainly give them a go ahead on many of the issues suggested. I have confidence in what they do as my colleagues.” (Governor Ivory, p.348-349)

However, findings in Table 4.4 indicate that this quality of LMX was associated with lack of effective superior support that inhibited provision of adequacy of education. This view was expressed by one of the interviewed head teachers when he was asked to explain how the quality of the leadership relationship, he had with the superiors influenced the adequacy of education the school provided. He had this to say:

“The relationship is good. The board trusts my ability to manage the school under minimum supervision and respects me. They don’t come to check on how the school is running. But I often feel that I need more of their support to manage the school better. When they take long to come, there delays in decision-making which adversely affect budget implementation, especially when their endorsement is need to buy some school facilities”. (Government Head teacher Black, p.347).

The foregoing narrative indicates that the quality of LMX that characterised the relationship between the BOG and the head teacher was defined by trust and respect that the head teacher

had the ability to manage the school to provide expected education. Unfortunately, this quality lacked superior support which the head teacher needed to ensure that the school delivered adequate education. Even when the superiors had trust and respect in their dyadic relationship with head teachers, leaving the latter to manage the schools without any support is essentially akin to a laissez faire leadership relationship as explained by Pyzdek and Keller (2003), Mukoma (2003), Guangco (2010, 2012), Ghiasa and Ajaiz (2012), Mlambo (2012), and Freifeld (2013). The next section discussed the comparison in superior intransigent and coercive formal communication sub theme.

#### **4.5.1.2 Superior intransigent and coercive formal communication**

As shown in Table 4.4, in some of the selected Government schools, the LMX relationship between the head teachers and their superiors was defined by intransigence typified by coercive communication. This quality was revealed in form of superiors using formal communication through strict and inflexible supervision, which was expressed in form of mainly chairpersons of school BOGs insisting on head teachers ensuring that the desired school culture was observed by all school members. The inflexibility was also expressed in terms of these superiors insisting that the head teachers met the set school deadlines as well as providing accountability for the approved budgetary resources without fail. The inflexibility was expressed by BOG member:

“...my role is to supervise the management of the school; to ensure that the head teacher performs his roles in a responsible manner that does not dilute the school’s culture and educational standards and is financially and accountable. I make sure that the head teacher understands this and does it without fail. I formally communicate all this to him with all the seriousness it deserves so that I don’t appear as though I have failed as a board. We demand accountability, set deadlines and ensure that the head teacher beats them without fail. ... That is how can describe my relationship with the head teacher.

It is quite formal and intended to ensure that the school delivers the best education to our children...” (Governor Indigo p.349)

The preceding narrative indicates that superiors demonstrated a formally inflexible quality of LMX for the purpose of ensuring that their schools provided adequate education. However, as shown in Table 4.4, this kind of LMX dispirited the head teachers from ensuring provision of the same. One of the head teachers brought out this view clearly when he was asked to explain the influence that the quality of the LMX relationship between him and the superiors had on provision of adequate education. He stated:

“Too much formality in this relationship makes me feel unenthusiastic to implement school board decisions, especially those communicated by the chairperson. It gives me a sense that I am just a tool, sort of machine or computer which works only when it is given instructions. I am expected to implement board decisions without including my creativity, my ideas, my... everything... It is quite discouraging... makes me work indifferently, which affects my ability to ensure that the school performs...”. (Government Head teacher Blush p.348)

These results above indicate that when superiors keep a highly formal and inflexible dyad, they discourage subordinates to perform effectively. The results therefore confirm the observation that Cherry (2010) made based on McGregor’s Theory X as well as the argument Lauritsen and Ragnarsdóttir (2014) raised based on Taylorism. These two writers argued that using formal communication to issue inflexible instructions to subordinates without looking into the humane side of the work makes them feel mechanistically treated, which demoralises them to respond willingly and leaving them with just one option of acting out of obedience to the exercised formal authority and issued decrees. According to Chen and Wang (2017) and Hernandez (2016), this quality of LMX reveals that the dyad between the superiors and head teachers was such that the head teachers belonged to the *out-group*, and this discouraged them to perform assigned tasks enthusiastically. It is hence not surprising that Government schools



in which this LMX quality featured provided inadequate education. Continuing, the next section compared the quality using superior self-seeking communication.

#### **4.5.1.3 Superior self-seeking communication**

This quality of dyadic LMX relationship was described by a head teacher in one of the selected Government schools, but it did not feature in any of the selected private schools as shown in Table 4.4. Therefore, the influence of this relationship on the adequacy of provided education was felt only in Government schools. This LMX quality took the form of a BOG chairperson communicating with the head teacher in a self-interest maximising manner that was oblivious of others as well as the school's purpose. All that the chairperson wanted out of the relationship was not to work for the good of the school, but to satisfy personal needs. The superior confided in the head teacher, thereby considering him as a member of his in-group only in circumstances when the former wanted the latter to divert the resources meant to facilitate planned provision of education to meeting his selfish needs. The head teacher explained this relationship as summarised in the following extract:

“The working relationship between the BOG chairperson and me is startlingly not about the supervision expected from him. He uses his position for mainly personal gain. He has this tendency of creating an impression that I am his confidant, someone he trusts and can share his personal challenges with. After explaining his challenge, he creates an impression that he expects the solution to come from the school, since he is aware it has enough resources to solve the challenge” (Government Head teacher Blush, p.350).

Asked how such a leadership relationship affected the ability of the school to provide adequate education, the same head teacher indicated that the financial and sometimes material resources the BOG chairperson drained from the school decreased the adequacy of provided education:

“...the money we would have spent on buying instructional materials and motivating our teaching and non-teaching staff is often diverted to solving the personal needs of the BOG chairperson. It is hard to take a stand against this official because of the supervisory powers over me, including powers to recommend my transfer in case I don’t do what he wants. So, I often have no choice but to begrudgingly do what is required, ...”. (Government head teacher Blush, p.350-351).

However, the BOG chairperson referred to above seemed to define the relationship positively. He described it as a dyadically very cordial working relationship that was full of trust and which he used to confide in the head teacher not as a subordinate but as a brother who listened and responded positively and willingly to his suggestions and decisions. He stated:

“...my relationship with the head teacher ... is cordial as well based on so much brotherly trust that in addition to supervision, I can even confide in the head teacher about my personal challenges. I regard him as my brother. He does his work very well. I make sure that he is part and parcel of the board decision making process. I cannot approve of any board decision as a chairperson without first giving him a chance to make a contribution”. (Governor Daisy, p.350).

What is important to note however, is that both of the foregoing respondents talked about the superior using the relationship with the head teacher to address his personal challenges. It is in this sense that the relationship became predominantly epitomised by self-seeking communication from the superior to the head teacher. The preceding results suggest that while the BOG chairperson described the LMX relationship as one in which the head teacher was a member of in-group, the head teacher Blush felt that the membership was intended to maximise the chairperson’s self-interests instead of ensuring that the school provided adequate education. Therefore, unlike the willing response aroused in a subordinate by a leader’s dyadic trust in him or her as Dansereau et al. (1975), Jig-zhou et al. (2015) and Strukan and iKolic (2017) observed, results suggest that the head teacher’s response was not based on willingness. Rather,

the head teacher's response to the BOG chairperson was just out of obedience to the superior. As a result of being associated with self-seeking behaviour, the in-group communication and trust which, according to Graen and UhlBein (1995) would have cultivated emotional bonding in the dyadic relationship described by superior Daisy as a 'brotherly relationship' ended up being perceived negatively by the subordinate head teacher. This perception demoralised the head teacher to ensure that adequacy education was provided. The following section explained the quality suing task-oriented typified transactional communication.

#### **4.5.1.4 Task-oriented/transactional communication**

This quality of this dyadic LMX relationship featured in both Government and private schools as shown in Table 4.4. It was described in terms of BOG and PTA chairpersons appreciating the head teachers whenever the schools achieved good performance (laudable educational adequacy) but chiding them whenever the institutions attained poor results (inadequate educational outcomes, especially academic grades). One of the interviewed head teachers explained this relationship as follows:

“...my roles... are reflected in the relationship with my board committee, how, it is purely transactional. In one way or the other, all they talk about is implementing their decisions, ensuring that school's academic and non-academic programmes are implemented effectively and efficiently. ... If you want to see how happy they are and to shower you with praises, ensure that the school performs well. Should the school perform poorly, all you get are reprimands and expressions of disapproval. ... This kind of relationship makes me work harder to ensure that the school's performance does not decline” (Government Head teacher Black, p.346-7).

As reflected by the foregoing narrative, the dyadic relationship that was typified by task-oriented or transactional communication encouraged provision of adequate education. However, the encouragement was not out of willingness cultivated in the head teacher by the

superiors. Rather, it was out of the head teacher fearing superior's dyadic admonishment. As shown in the narrative below, another head teacher indicated that the influence of this quality of LMX relationship was that it maintained the adequacy of the education provided by the school as it was. The head teacher made efforts to achieve the planned school academic and non-academic performance without striving to improve it beyond superior expectations:

“...the board committee approves of the budget they believe is adequate to facilitate the implementation of the school's academic and extracurricular programmes and associated instructional tasks. I make these superiors happy, in fact very happy whenever the school achieves the planned performance. However, they lose their cool, especially the board chairperson, whenever the performance declines. So, maintaining it as planned is the best they expect from me...” (Government Head teacher Bronze, p.347).

The results above show that the task-oriented LMX quality involved superiors keeping a dyadic transactional communication relationship by which they not only articulated what they expected the head teachers to achieve but also reprimanded them in case of failure to attain it as planned. These results therefore confirm Hackman and Michael's (2009) and Hargis, Wyatt and Piotrowski's (2011) studies that pointed out the task-oriented transactional exchange that superiors in schools tended to use to encourage head teachers to ensure provision of better education. The results also show that the use of this LMX quality made head teachers work hard to provide education as adequately as planned. In the next section the quality was compared using motivational mutual and civil teamwork.

#### **4.5.1.5 Motivational mutual trust and civil teamwork**

In some of the selected Government schools, the quality of the LMX that typified the dyadic relationship between the superiors (BOG and PTA chairpersons) and head teachers was

described as motivational based on mutual trust, confidence, supportive communication, and civil (courteous and polite) teamwork (Table 4.4). The LMX quality was mutually inspiring and characterised by appreciation and confidence between the BOG and PTA chairpersons, on one hand, and the head teachers, on the other. One of the interviewed BOG chairpersons described this LMX as follows:

“...the relationship between me as a board chairperson and the head teacher is very healthy. I am free with him. I encourage him to work freely with me. We behave like brothers, tell and listen to each about how best to ensure that the school performs as best as it can. I support him whenever he needs my help as a board chairperson, and he reciprocates by doing exactly what agree on. This encourages me and I express it by exchanging genuine appreciation to him for work well done”. (Governor Jade, p.346).

Similarly, the head teacher described the relationship by saying that:

“I have served on various boards because I have been head teacher in different schools. But the relationship with my current the chairpersons keeps with me is very supportive, encouraging, and based on mutual respect and trust. We confide in each other about the challenges facing the school and they listen and acts on them as far as their powers can take us. It is quite motivating to know that your supervisor trusts what you do, supports it and appreciates it...” (Government Head teacher Brown, p.345-346).

The excerpts above indicate that the quality of the dyadic LMX relationship between the head teacher and his superior was quite positive. The excerpts reveal that the BOG chairperson related with the head teacher as a member of the in-group. When these respondents were asked to explain the influence that this quality of LMX had on adequacy of education provided, there was consensus that the influence was positive. Jade, Brown and others Appendix C explain this connection by indicating that this motivation relationship was characterised by dyadic collegiality, mutual respect, trust, listening and positive responsiveness that encouraged head teachers to carry out their tasks. The results therefore support Hensley and Bermiester (2010)

and Goyal and Pandey (2016) who observed that when superiors keep a motivational relationship with head teachers through recognition, mutual respect and trust, it encourages them to ensure that schools perform better. This connection is further discussed in Chapter 5. Then, the next section is explaining paternalistic.

#### **4.5.1.6 Paternalistic coercive communication**

From Table 4.4, this quality of dyadic LMX relationship was reported in private schools in form of the chairperson of the Board of Directors (BOD) communicating unilateral decisions that head teachers had to apply to ensure that the school operated as desired. This was concisely stated by one of the interviewed BOD chairpersons summarised in the following excerpt:

“... In brief, I can say that my ... relationship with the head teacher is like that of an African parent and a child. Note the context I am using. I refer to an African parent because in the Western world, the authority of a parent has been diluted by the human rights movement. In Africa, the parent still has full authority to tell a child what to do, expecting the child not to question but to implement it ...obediently. When the board makes decisions, I communicate them to the head teacher unilaterally and without regard to what he may think about them. All I expect is him implementing the decisions...” (Governor Poppy, p.343).

As to how the quality of the dyadic LMX relationship affected the adequacy of education the school provided, the BOD chairperson had this to say:

“I believe the Board of Directors makes decisions having determined that they are in the best interest of the school, and that their implementation will enable the school to achieve its educational goals adequately. So, I communicate them to the head teacher in unilateral manner with optimism that their implementing them as they are the best way to ensure that the school provides the best education to our students...” (Governor Daisy, p.344).

The above LMX quality was however perceived as dictatorial, authoritative and uncompromising, and dispirited the concerned head teacher to ensure provision of adequate education. This connected was described by the head teacher by stating that:

“when on board the chairperson’s tendency to treat ‘us’ as a child who should just implement everything, he says saddens me quite often. It creates no opportunity for me to share my ideas. It makes me feel suffocated... erodes my autonomy as the head teacher and limits my ability as a school leader. I feel distant and excluded from decision making, being treated as a mere decision implementer. I however have little to do about it because the BOD chairperson is the owner of the school. I just take in the unilaterally communicated decisions out of obedience to his unquestionable superiority as the overall school owner, but certainly, this relationship makes me discouraged to give...”. (Private Head teacher Maroon, p.344-345)

The excerpt above suggested that the dictatorial, authoritative and uncompromising quality of dyadic LMX relationship, which the BOD chairperson cultivated made the head teacher feel distant or uninvolved in decision making, which dispirited him thereby adversely affecting his enthusiasm to ensure delivery of adequate education. This confirms Cherry’s (2010) and Cardinal’s (2013) observation that being excessively authoritarian is bound to produce negative results. The unilateral issuing of directives as reported by respondents Poppy, Daisy and Maroon and talking to a head teacher as if ‘communicating to a child’ was disparaging. It was emotionally draining on part of the head teacher, thereby discouraging him from performing effectively. This is in line with the studies of Mullins (2002), Author (2009), Freifeld (2013), Michael (2013), Flickey and Raj Dahal’s (2014), Jing-zhou et al. (2015), Nguyen et al. (2015) and Strukan and ikolić (2017). The next section explains the comparison in the qualities using superior micro leadership.

#### **4.5.1.7 Superior micro leadership**

This quality of dyadic LMX relationship was reported in private schools, but did not feature in Government schools (Table 4.4). It took the form of superiors, particularly the chairpersons of the Board of Directors (BOD) being always present at school to oversee its functioning and giving head teachers supportive, evocative and provocative task-oriented directives and rewards. The chairpersons also got directly involved in mobilising resources that were necessary for the schools to function as planned. One of the interviewed BOD chairpersons explained this relationship as follows:

“I appreciate that a school must have a head teacher as a statutory requirement. .... However, leaving a nascent private school entirely in the hands of a hired individual is not prudent in terms of investment. Prudence demands that any investor undertake a critical hands-on role in his or her investment. So, I am always around to oversee how the school is running, to provide overall supervision to ensure that every staff member is fulfilling their assigned responsibilities and working well, I give advisory direction I expect them to follow, ...”. (Governor Ivory, p.338-9).

Another BOD chairperson expressed a similar view as by stating that:

“...this proactive relation with my head teacher requires me to motivate them by always on site, overseeing and supervising to make things happen. I check on every employee to ensure that they are doing their work efficiently. I engage my head teacher to get the best out of him and support him by approving and providing the resources necessary to manage the school in the best way possible. I provoke my employees to see them more active and creative in ensuring that my school works efficiently based on teamwork and cooperation, .... I believe working with him makes it easier for me to realize the dream I have for the school”. (Governor Indigo, p.336).

The influence on the adequacy of education provided was well expressed when Poppy said:

“The effect is largely positive. The school’s academic and non-academic programmes are implemented largely as planned, and sometimes in a better way especially when



financial resources (tuition, fees and bank loans) flow in as expected. My presence and participation encourage every staff member to do their work without dodging. My presence makes them feel motivated to work and complete the tasks allocated to them. Even the head teacher works to the best of his ability”. (Governor Poppy, p.338, 340).

The fact that the head teachers were in the BOD chairpersons’ in-group was confirmed by the former who showed that the latter had trust and respect for them. The BOD chairpersons also listened to the head teachers whenever they consulted them and supported them by addressing the issues and concerns, they presented anytime. These BOD chairpersons also established dyads with teachers by interacting with every staff member to encourage them to perform their assignments efficiently and effectively. Head teachers echoed Ivory and Indigo as follows:

“...with the BOD, chairperson, is very close, engaging, supportive, but often challenging. He always wants to see everybody busy. He wants to find you doing something productive within the context of ensuring the school is running efficiently and effectively. He has a system of thinking of what should be done, but before directing you to do it, he first finds out what you think about it, whether you have a better idea of how it should be done. For instance, when students complain to him that they don’t understand what a certain teacher is teaching, before taking a decision to stop him, he comes to ask what I think should be done to such a teacher...”. (Private Head teacher Lemon, p.337).

Orange adds:

“Well, the relationship is micro, if I may use this term in this context... Have you ever heard of a person they call a micro manager? I can describe my working relationship with the BOD chairperson as exactly similar to that which a micro manager keeps with employees. It mostly feels as though he is part of daily management and administration of the school. He barely delegates. His leadership influence is felt collegially because he goes everywhere. It sometimes feels as though he is doing my responsibilities..., making me feel suffocated, less creative and powerless over staff members. The good thing though is that he trusts me, allows me to consult him anytime and also engages

me when he is proposing something he wants to be done in the school. We work like colleagues, but I keep my distance as a sign of respect for him as my boss” (Private Head teacher Orange, p.337-338).

LMX influence was well expressed when Rose said;

“Of course, with the direct participation by the owner of the schools in management and leading, by all means, makes effort to ensure that the education provided is as adequate as it can possibly be within the available school resources. Although his presence overwhelms me, he doing what I should have done covers up any negative effects on school performance”. (Private Head teacher Rose, p.338,339).

The preceding excerpts confirm the observation made in Ddungu’s (2006) that superiors who keep a close, supportive and collegial relationship with head teachers motivate the latter to ensure that a school achieves desired educational outcomes. The next section focuses on inspirational and transformational LMX quality.

#### **4.5.1.8 Inspirational and transformational communication typified by trust**

This quality of LMX dyadic relationship was reported by respondents selected from private schools only (Table 4.4). It was revealed in form of BOD chairpersons communicating inspiringly the changes they wanted to see in their schools’ educational capacity and trusting that the head teachers could push for their realisation through staff members. One of the interviewed BOD chairpersons explained this quality as follows:

“So, my relationship with the head teacher is full of communication about how best to achieve this aim (school purpose) and the changes we need to make to do so. Every time we meet on a one-to-one, this is what I emphasise to him. I want to inspire him to feel motivated to play his role willingly so we can achieve this aim together, regardless of the challenges we tend to find along the way. The good thing is that he trusts me and

is a dedicated man who listens to what I propose and works loyally to see it implemented as agreed” (Governor Daisy, p.340)

The head teacher did not differ from the description given by the BOD chairperson as the following excerpt indicates:

“At times am inspired, genuinely speaking, my working relationship with my superiors, especially the director with whom I usually interact, is ... inspirational and is certainly based on trust. I am always energised by how he tells me what to do. He uses very encouraging and morale boosting phrases. He expresses so much confidence in what he says and gives you this impression that it will work. He phrases the changes he wants to make in a respectful inquisitive manner. ... You might think he is just proposing, but after listening to your ideas about it, he begins to build confidence in you that it is possible and that it will be done”. (Private Head teacher Lemon, p.341).

The view above indicates that the dyad between the superior and head teacher was characterised by inspirational communication. Likewise, Another BOD chairperson interviewed in another school described the same LMX relationship as follows:

“With the head teacher it is usually about how we can pursue the vision of the school (efficiently and effectively). I see where I want the school to be in future and I sit with him to explain this in a manner that makes it appear real to him, even before getting there. How do I do it? We hold meetings at which we determine the targets that can help us pursue the vision in a realistic manner, or basically those he can trustfully achieve through his staff within the limitations of our resources. I often check and enhance his sense of commitment to the school vision” (Governor Poppy, p.341-2).

In support, the corresponding head teacher had this to say:

“I have confidence and trust my director within the board governing the school. He is such an inspiring person who engages you before making a decision and gives you all the assurance there is to make you encouraged to implement every change he wants to see in the school. Even when the resources are limited, the confidence that things will

happen is always there. He communicates the school vision with a sense of its clear knowledge, exemplary courage and admirable conviction about it. He makes me convinced about where the school is going and certain about its future”. (Private Head teacher Ruby, p.342).

The preceding extracts illustrate how the transformational LMX between the BOD chairpersons and head teachers resulted into remarkable improvement in the adequacy of education provided by the selected private secondary schools. Respondents Poopy, Daisy, Lemon and Ruby expressed similar views by indicating that their relationship with their superiors inspired them to play their school leadership role more effectively. These findings confirm the argument that appears in the scholarly work of Turner et al. (2002), Hargis, Wyatt and Piotrowski (2012) and Advani and Abbas (2015) that transformational LMX that inspires subordinates motivates them to perform even beyond expectation.

#### **4.5.1.9 Conclusion**

Results indicate that the LMX quality that characterised the head teacher-superior dyadic relationship differed between Government and private schools. The difference was such that this quality appeared low and adversely influencing adequacy of education provided in most of the Government schools. It was only in a few Government schools where it was of a high quality and whose influence on the adequacy of provided education was therefore positive. The reverse applied to private schools. In most of them, the quality of the LMX that typified the head teacher-superior dyad was high and its effect on adequacy of provided education was considerably positive. The implications of these results are discussed in the next chapter.

## **CHAPTER FIVE: DISCUSSION**

### **5.1 Introduction**

The chapter is organized according to the themes depicted by the results presented in the previous chapter. The themes are categorised according to different sections whose titles are derived from the research questions answered in the study. Consequently, the chapter begins with a discussion on validating the perceived difference in the adequacy of education provided by Government and private schools, and proceeds to a discussion of how the quality of the dyadic LMX that typified the head teachers' leadership styles and superior-head teacher relationships accounted for it. Also examined are the practical implications for Uganda's secondary education stakeholders such as parents, private education investors, Government policy makers, and most of all, head teachers and their superiors. Focus is placed on what each of these stakeholders need to do to deal with the established differences.

### **5.2 Validating the perceived difference in adequacy of education provided by Government and private schools in Uganda**

The study sought to establish whether the difference perceived in the adequacy of education provided by Uganda's Government and private secondary schools was valid. The results revealed that this perception was partly valid and partly invalid, depending on the specific indicators of educational adequacy in focus. In other words, the adequacy of education differed between the selected private and Government secondary schools, but not in all its dimensions (Table 4.2). The results, therefore, partly confirm the perception held by a growing number of Ugandan educational stakeholders, particularly the parents as documented in the studies of Kavuma (2012), Balyejjusa (2014), Namusobya (2016) and Asankha and Takashi (2017). Each of these studies indicates that Uganda's Government and private secondary schools differ in

terms of the adequacy of education they provide. Confirmation was partial because while these studies indicate that private secondary schools provide better education than their Government counterparts, the results indicate that this is not entirely valid. Government and private schools did not differ at all with respect to some indicators of educational adequacy. Moreover, where the schools were at variance, the disparity did not favour only one type of school. Some adequacy indicators favoured Government secondary schools whilst others put private schools in a better supply position. This is summarised in Template 5.1.

Template 5.1: Comparing adequacy of education provided by Ugandan secondary school types

| Education provision indicators            | Adequacy by School Type |         |
|---|-------------------------|---------|
|   | Government              | Private |
| Size of teaching staff                    |                         |         |
| Teacher commitment                        |                         |         |
| Using professional teachers               |                         |         |
| Availability of Science lab resources     |                         |         |
| Utilisation of science lab resources      |                         |         |
| Library services                          |                         |         |
| Classroom instructional materials         |                         |         |
| Educational technology                    |                         |         |
| Students' self-directed learning          |                         |         |
| Non-sport educational infrastructure      |                         |         |
| Non-sport extracurricular activities      |                         |         |
| Sports grounds                            |                         |         |
| Sports-related extracurricular activities |                         |         |

**Key**

| Description | Insufficiently provided | Fairly sufficiently provided | Sufficiently provided |
|-------------|-------------------------|------------------------------|-----------------------|
| Colour      |                         |                              |                       |

As shown in Template 5.1, the adequacy of education provided by Ugandan Government and private secondary schools varied along a sufficient-insufficient continuum, but the differences

were more within than between the school types. Therefore, the argument raised by Mulqueeny (2013), Aitchison (2015) and Cooper (2016) about British education is also valid in the context of Uganda's secondary education. These writers noted that the perception that British Government schools offer better education than private schools could be a myth. This is also true about Uganda's secondary schools, which confirms Atuhaire's (2016) and Crawford's (2018) observations about the perceived difference in the education provided by these school types. Template 5.1 indicates that each type of schools was better or worse than the other, depending on the particular indicators of educational adequacy under consideration. The results therefore, suggest that the difference in the adequacy of provided education did not necessarily depend on whether a school was Government or private, which suggests that there were other factors that accounted for it. This study investigated whether the quality of the LMX characterising leadership dyads demonstrated in these schools was one of these factors. The findings obtained in this case revealed that this was indeed true as shall be elucidated after discussing the differences.

Results indicate that there were Government schools that provided adequate education with respect to some indicators and others that provided it insufficiently. Similarly, there were private schools that provided sufficient education and others that provided it inadequately. Therefore, the results disapprove of any stakeholder perception that generalises the difference in favour of one type of schools compared to the other. This way, the results contradict with the studies of Balyejjusa (2014), Masuda and Yamauchi (2018), Bunting (2008), Ludi (2010), Lugaaju (2017), Lewin (2017) and Nakibuuka (2017) that highlight differences favouring one type of schools compared to the other.

Accordingly, results point to a need for Ugandan parents not to use a generalised perception when selecting a school into which to enrol their children. Results suggest that parents need to make a choice based on particular schools as individuals, but not on their categorisation as Government and private. Parents can also make the choice based on the adequacy of the specific educational services each individual school provides and suit the talent-based career aspirations of their children. This would be the best way parents could choose a school that satisfies their children's educational needs regardless of whether it is a Government or private institution. It is pointless to enrol a child talented in say music, dance, drama or a particular sport in a secondary school that does not sufficiently provide educational services that facilitate the development of any of these talents, just because it is Government or private, or because it provides sufficient education in say; natural sciences such as chemistry, physics and biology. The reverse is also true. As Akareem and Hossain (2016) observed, not selecting a school on the basis of the how best it satisfies students' educational needs only serves to not only inhibit talent-based education but also acquisition of knowledge and skills needed to realise learners' career aspirations.

The sufficiency of educational services that enable children to develop talents and realise their career aspirations appears a better criterion revealed by the results for Ugandan parents when choosing a particular school into which to enrol their children compared to considering it because it is Government or private. It is also the criterion, which those who invest in secondary education in Uganda and those who participate in the leadership of these schools need to consider. How those who participate in the leadership of the selected schools paid attention to this criterion in terms of the quality of the relationship they cultivated with their subordinates is discussed later in this chapter. The next section is dedicated to discussion of the specific indicators in Template 5.1, starting with teacher commitment.



### **5.2.1 Teacher commitment**

As shown in Template 5.1, the level of teacher commitment to student academic and practical preparation differed between the selected Government and private secondary schools. The difference was in favour of private schools since teacher commitment was sufficient compared to that of Government schools, which was inadequate. These results suggest that teachers in private schools demonstrated adequate dedication, involvement, engagement, and attachment to their job, which included preparing for and teaching students and involving them in extracurricular activities. Different scholars have shown that such a level of follower commitment leads to efficient employee performance and translates into realisation of optimal organizational outcomes (Meindl, 1995; Kellerman, 2007; Adnan, 2018; Gider, Akdere and Top, 2018; Qureshi et al., 2019). Additionally, teachers in private schools demonstrated such commitment by posting regular attendance for work, developing necessary schemes of work, planning their lessons, delivering the planned lessons to students, conducting regular student assessment and providing feedback, all to the best of their ability. They also completed the syllabus in time and availed themselves willingly to the students who needed academic assistance for better understanding. With such teacher commitment, the ability of private secondary schools to deliver better education was enhanced. This is in line with the observation made by Han and Yin (2016) and Onyambu (2014) to the effect that committed teachers are crucial in providing adequate education.

The selected Government schools were typified by inadequate teacher commitment. This low level of commitment denied these schools a chance to realize the benefits of a devoted and dedicated teaching staff. It also compromised the adequacy of the education that these schools delivered to students. This resonates with the observation made by Kamau (2015) and

Alansaari, Yusoff and Ismail (2019) that organizations whose employees are poorly committed underperform because their ability to attain expected results is undermined by lack of staff enthusiasm and interest. Teachers in the selected Government secondary schools demonstrated lack of enthusiasm by not being always available to attend to students' learning needs in addition to dodging some of the lessons they were expected to teach. Therefore, they were so uninterested that they taught for the sake of it, reluctantly assessed students through class work, homework and tests, and seldom marked most of the class work and homework they gave to the students. Certainly, this level of laxity only served to deny Government secondary schools to deliver adequate education, their use of professional teachers notwithstanding. This concurs with Meier's (2018) observation that without committed teachers, no school was able to provide adequate education, since other inanimate resources cannot use themselves to teach students.

Such poor commitment suggests that teachers in Government schools did not pay much attention to their jobs. This study investigated whether this was a consequence of the LMX quality that typified the teachers' dyadic relationship which their head teachers cultivated with them through the leadership styles they applied. As explained before, this investigation was based on Dulebohn et al.'s (2012) arguments within the context of the LMX theory. Results obtained from this investigation are examined later. It suffices to point out that there is need for leaders in the selected Government secondary schools to enhance the adequacy of provided education by improving teachers' job commitment.

### **5.2.2 Educational infrastructure**

A difference was established in the non-sport educational infrastructure that the selected schools used to provide education to their enrolled students (Template 5.1). Measured in terms

of available classroom space, the difference was biased in favour of private secondary schools compared to their Government counterparts. This implies that private secondary schools provided better classroom space compared Government schools. Results indicate that classroom space available in private schools was sufficient, but inadequate in Government schools. Therefore, as far as classroom space was concerned, the stakeholder perception that private secondary schools provided better education was valid. Accordingly, results agree with Ministry of Education and Sports (2016) and Ankwasiiize (2019) who argued that parents perceive that Uganda's private schools have better class sizes compared to the excessive class sizes in Government schools.

The inadequacy of classroom space in Government schools was largely due to the adoption of the Universal Secondary Education that resulted into excessive enrolment. As results revealed, these enrolments led to a classroom that was meant to accommodate up to a maximum of 50 students to contain at least 150 students in Government schools. This situation curtails meaningful instructor-student interaction and engagement in classrooms because of lack of space that teachers can use to engage every student as professionally required. It is therefore not surprising that some Government schools provided inadequate academic services. When there is no space for teachers to interact freely with students, learning is curtailed (Leithwood, Patten and Jantzi, 2010). As Malik and Rizv (2018) observed, excessive class sizes overstretch teachers' ability to provide quality classroom teaching, which compromises classroom learning and subsequent academic outcomes. Therefore, Government schools need to improve their classroom space to match the size of their enrolments. This need has implications on the leadership that characterizes these schools.

In contrast, private schools had adequate classroom space to the extent that some of it was still underutilized. This was largely attributed to the fact that these schools retained their discretion to adopt the Universal Secondary Education (USE) programme or not. They did not have pressure to increase their intake regardless of their classroom capacity. Consequently, a classroom that could accommodate up to 50 students could even consist of less than 30 students in some private schools. According to Leithwood et al. (2010), Hilal (2015) and Figueroa et al. (2016), having such space implies that there is enough room for classroom management that occurs in form of teacher interaction and involvement with students.

### **5.2.3 Classroom instructional materials**

Apart from classroom space, results indicate that in terms of available classroom instructional materials, adequacy of provided education differed between Government and private secondary schools. Whilst these materials were fairly sufficient in private schools, they were insufficient in Government schools. We see, students in private schools had relatively enough learning aids such as visual maps and diagrams painted on classroom walls, visual objects such as the globe, charts, study guides and chalk they needed to deliver classroom lessons. In contrast, the only geographical maps and biological diagrams painted on classroom walls, and teachers' guides were available in Government schools. Other materials such as geometrical shapes were missing, and because of excessive class sizes, study guides were critically inadequate. Lack of the classroom materials led to a difference in provided education.

The foregoing results have implications for leadership in schools, but these will be discussed latter. It suffices to note the results give credence to Abdu-Raheem (2016), Namusobya (2016) and Arshad et al. (2019) each of whom observed that most parents in Uganda perceive private secondary schools as better education providers compared to Government schools. What is

imperative to note is that even when private schools were better in this context, their classroom instructional materials were only reasonably sufficient. This effectively implies that there is need for both types of schools to improve the availability of instructional materials needed by their teachers to deliver classroom lessons, but the necessity was more critical in Government schools. Further validity is confirmed in library services in the next section.

#### **5.2.4 Library services**

Results indicate that library services were insufficient not only in the selected private schools but also in the Government schools. Therefore, there was no difference between these school types as far as adequacy of the education they provided through library services was concerned. Accordingly, the results do not support the generalised perception held by Ugandan parents that private secondary schools provide better education than their Government counterparts. The two school types provided the same inadequate library services. They did not have enough textbooks and reference materials in their libraries, and not having online or e-learning library services.

Such a state of affairs implies that teachers in either type of schools did not have enough library materials and services to facilitate not only students who needed them to enhance their learning but also teachers who needed them conduct prior research necessary to support lesson planning with up to date content. Therefore, lack of enough library services constrained provision of inadequate education in either type of schools. This supports the argument made by Abdu-Raheem (2014) and Abdu-Raheem and Oluwagbohunmi (2015) that inadequate library materials and services limits a school's ability to provide adequate education. Even relying on students to minimise this limitation was not reliable. Therefore, investors in both Government

and private secondary schools in Uganda need to ensure that enough library resources are available to both teachers and students. The next section discusses educational technology.

### **5.2.5 Educational technology**

Besides library services, Template 5.1 reveals that educational technology was fairly sufficient in private but insufficient in Government secondary schools. This suggests that in terms of this technology, private schools provided better education compared to Government schools. In this sense, the results support the perception that Ugandan private secondary schools provide better education than Government schools. They also indicate that Ugandan parents who want their children to learn with the aid of educational technology are better off enrolling them in private secondary schools. This situation is however surprising in the light of the observation made by Newby et al. (2013) that the Government of Uganda is promoting the adoption of educational technology as a policy priority, especially at the secondary school level. It raises a question of whether the Government has done enough when private schools are still better in this regard. Even when teachers can teach in the absence of educational technological devices like computers, projectors, audio and video learning devices (Hussain and Safdar, 2008; Wangui-Mwai, 2015; Waddel, 2015; Kesh, 2017; Dcosta, 2018; Meier, 2018), in this era of information technology, these instructional facilities make teaching better, easy and enjoyable to both teachers and students. Accordingly, results point to a need for government schools to install enough educational technology

In addition to having a sufficient level of educational technology stocked in computer labs, private schools encouraged its use to facilitate student learning better than Government schools did. While 2-3 students used a computer during a computer learning session in private schools, those in Government schools were about 5-10 per computer. In addition, the few computers

that were available in Government schools were not well-maintained. Therefore, they worked inefficiently and sometimes, failed to start. These results point to a need for Government schools to not only stock enough educational technology but also ensure that it is well maintained. Next is a discussion of results on science lab resources.

### **5.2.6 Science lab resources**

The results in Template 5.1 indicate that the availability of science labs was sufficient in Government schools, but their use was insufficient. These results indicate that ensuring availability of science lab resources does not necessarily guarantee provision of adequate education. This is consistent with Olufunke's (2012) and Bernhard's (2018) studies that indicate that when all the laboratory equipment needed to facilitate learning is available but redundant, it does not contribute to learning. In fact, results indicate that despite having inadequate lab resources, private schools were better at using them compared to their Government counterparts.

A situation where a school has enough educational resources but does not use them optimally and where it has inadequate resources but utilises them sufficiently reveals two implications. The first is that the school with adequate availability of the resources needs to ensure that they are optimally utilised. The second is that a school with inadequate resources needs to stock more of them to avoid overutilization of the few in stock. In other words, both Government and private schools need to optimise the use of science labs to facilitate learning. Only when this need is met can the education provided based on science labs reach adequate level in both school types. Next is a discussion of results on extracurricular activities.

### **5.3.7 Extracurricular activities**

Results in Template 5.1 depict variation in the adequacy of education the selected schools provided through extracurricular activities. In terms of sports grounds and facilities, Government secondary schools edged over their private counterparts. However, the sufficiency of the sports grounds and facilities in Government schools was not optimally utilized. According to Alsaudi (2015), underutilization of school facilities, particularly sports facilities alludes to substandard provision of sports-related extracurricular activities, which leads to realisation of sports learning outcomes at less than desired levels. This effectively implies that Government schools undermined the development of sports and games talents and aspirations by not encouraging their students to optimally participate in extracurricular activities. The results therefore, allude to a need for Government schools to ensure that their sports facilities are sufficiently utilised by students. This has leadership implications that will be discussed in due course.

As far as private schools were concerned, results show that the insufficient playgrounds and sports facilities matched with the insufficient involvement of students in sport-related extracurricular facilities. This implies that these schools provided inadequate education to their students as far as sports-related extracurricular activities were concerned. The provision of inadequate sports-related extracurricular services implies that most of the students in private schools did not get ample chance to do exercises and refresh physically and mentally through sports recreation. They also barely developed their sports talents, hardly pursued their related career aspirations, and also had their academic achievements not enhanced by the fitness benefits realised from participation in sports and games. This agrees with the argument by Sanni et al. (2018) that inadequate sports facilities deny students opportunities to enjoy recreation, develop sports talents and it contributes to limiting their academic achievements.



The reverse was true for non-sports extracurricular activities. Private schools were better than Government schools. Private schools encouraged their students' participation in non-sports extracurricular activities, including classroom and school debates, music, drama, comedy, and involvement in community service. Encouraging students' participation in non-sports extracurricular activities enables them to discover and develop their non-sport talents, thereby creating opportunities for those whose career aspirations resonate with these activities. This is consistent with the observations made by Wesley (2012) and Ahmad et al. (2015) that schools that encourage student participation in extracurricular activities create opportunities for them to develop their non-academic talents, thereby preparing them for their future non-academic careers.

#### **5.2.8 Students' self-directed learning**

Education provided through encouraging students' self-directed learning was found to differ between Government and private secondary schools (Template 5.1). It was sufficient in private schools, but inadequate in Government schools. Private schools were better education providers in this sense because their internal climate was supportive and motivational enough to encourage students to engage in self-study. Private schools' climate was characterised by the quietness of well-planned tree shades and freshness of air in the outside environment. It encouraged students to study on their own by revising their notes, reading ahead of teachers, and reflecting on what they were taught in classrooms in order to internalize it.

On the contrary, Government schools did not encourage students' self-directed learning. This was because the adoption of the USE programme made them so crowded that their internal classroom and overall school environment could not motivate the students to engage in private

revision or reading within their compounds. The excessive enrolments denied these schools the learning climate that could encourage students to read privately. The students were over-squeezed in the classrooms and were everywhere in the school compounds because of their excessive numbers.

### **5.3 Dyadic LMX quality typifying head teachers' leadership styles and its influence on the difference in the adequacy of education provided by Uganda's Government and private secondary schools**

The study was intended to establish the quality of the dyadic LMX quality that characterised the leadership styles applied by head teachers and how it explained the difference in the adequacy of education provided by Government and private schools in central Uganda. The results revealed the different leadership styles that the selected head teachers used, the quality of the dyadic LMX that characterised each style, and that this quality influenced the adequacy of education provided by the schools. Therefore, the results suggest that leadership styles used by head teachers influence school performance not by themselves per se as earlier studies such as Animut (2014), Nyamboga et al. (2014), Isundwa (2015), Obama et al. (2015) and Yahya (2015) had shown. Rather, these styles influence school performance through the dyadic LMX quality that typifies them.

The results also show that many of the leadership styles the head teachers used differed between the selected Government and private secondary schools. Since the different leadership styles were each characterised by a different dyadic LMX quality, it goes without saying that their influence caused a difference in the adequacy of the provided education. In other words, variation in this quality explained why adequacy of provided education differed not only

between but also within Government and private schools. This is further confirmed by the fact that where this the quality of the dyadic LMX that was associated with a leadership style did not vary, there was no difference in the adequacy of the provided education across the two selected types of schools as depicted in Template 5.2

Template 5.2: Comparing Quality of LMX typifying head teachers' leadership styles in Uganda's secondary schools

| Leadership style             | Quality of LMX relationship                                 | School Type |         |
|------------------------------|---|-------------|---------|
|                              |   | Government  | Private |
| Autocratic                   | Absolutely dictatorial                                      |             |         |
|                              | Benevolently dictatorial                                    |             |         |
| Democratic                   | Directive (Active task-oriented listening)                  |             |         |
|                              | Permissive (Amenable and responsive to teacher ideas)       |             |         |
| Bureaucratic/red tape        | Formally instructing impersonal expecting only obedience    |             |         |
| Laissez faire                | Disengaged  |             |         |
| Collaborative/ accommodative | High mutual involvement                                     |             |         |
| Transformational             | Inspirational and rewarding                                 |             |         |
| Paternalistic                | Directive expecting automatic obedience from non-confidants |             |         |

**Key**

| Description | Appear in both | Only in Government | Only in private |
|-------------|----------------|--------------------|-----------------|
| Colour      |                |                    |                 |

From Template 5.2, the leadership styles that were used by head teachers in some Government schools only included the bureaucratic/red tape and laissez faire. Those that were used by the head teachers some private schools only included the collaborative/accommodative, transformational, and the paternalistic leadership styles. The leadership styles that were used in some schools that were in both Government and private sectors included the autocratic and democratic leadership. The quality of the dyadic LMX relationship that typified these leadership styles and how it influenced the adequacy of the provided education, thereby explaining its difference between the selected Government and private schools are discussed according to each leadership style henceforward.

### **5.3.1 Influence of LMX quality typifying bureaucracy on adequacy of education**

Some of the head teachers in Government schools used the bureaucratic leadership style, but this style did not appear in private schools (Template 5.2). The LMX quality that typified this leadership style was described as impersonal, formally instructing using written communication, and expecting only obedience from the teachers, which denied them a chance to enjoy *procedural justice* (Northouse, 2018). According to Cheng and Chan (2000) and Caldwell (2005), these results suggest that head teachers who used this leadership style were administratively distant from the teaching staff members. Teachers described this distantness by noting that the head teachers were very strict, lacked warmth and insisted on impersonal formality that took the form of these principals either going through their deputies or using notice boards to write instructions to all teachers about what to do. Clearly, these head teachers did not have a close personal relationship or bond with the staff members, yet according to LMX theory, this is one of the attributes that defines in-group membership (Rockstuhl *et al.*, 2012).

Accordingly, the results suggest that head teachers who used the bureaucratic leadership style regarded the teachers as members of the *out-group*. The head teachers therefore had a *high supervisory expectation* that teachers were knowledgeable enough to accomplish tasks without personal supervision, but through the formality of the bureaucratic structure within which they worked as professionals appointed and posted by the Ministry of Education and Sports (MOES). The depicted distantness meant that head teachers paid no attention to the teachers' individual concerns. According to Dulebohn et al.'s (2012), this leadership dyad made the teachers *dissatisfied* with their dyadic relationship with the head teachers, which led them to develop *negative affectivity and low openness* behaviours in the relationship. The consequence was that the teachers in the Government schools whose head teachers applied the bureaucratic leadership style were demoralised to the extent that they were not committed to students' academic and practical preparation.

The distant quality of the dyadic LMX relationship associated with the bureaucratic leadership style made teachers develop low commitment because of its lengthy process. Financial requisitioning for and getting authorised to get the instructional resources such as stationary, reference and science materials that the teachers needed to teach was so slow. It involved going through a long hierarchy of heads of subjects, deans or directors of studies, department heads, and deputies. This process demoralized teachers to the extent of even giving up getting the teaching and learning materials they needed to prepare lessons and experiments. As Dulebohn et al.'s (2012) observed, this situation made teachers feel *low empowerment and dissatisfaction* with the bureaucratic leadership style, which led to their *low agreeableness* with its sluggishness and rigidity. The quality of the leadership relationship dyad was intensively tiring as its formal expression of complaints and grievances to the head teachers was full of delays, which led to *dissatisfactory procedural injustice*. It hindered teachers' direct interaction with

their head teachers and was therefore, associated with *low openness*. In summary, the bureaucratic leadership style was associated with low-quality dyadic LMX, which hampered teachers' performance, thereby contributing to provision of adequate education. Next section provides a discussion of the LMX quality that typified the laissez faire style and its influence on adequacy of education.

### **5.3.2 Influence of LMX quality typifying Laissez faire on adequacy of education**

As shown in Template 5.2, among the selected Government school head teachers, some applied the laissez-faire leadership style. The use of this leadership style was characterised by head teachers allocating assignments to teachers through school timetables and leaving the latter to work unsupervised. This leadership style was associated with a disengaged quality of LMX dyad, which suggests that the head teachers who used it did not establish any emotional bonding nor provided any support to the teachers. Based on the LMX theory, this exchange quality suggests that head teachers treated the teachers as *out-group* member (Sherman et al., 2012), implying that the head teacher had *high expectation* that the teachers had full knowledge and skills to accomplish delegated tasks unsupervised.

Such a level of expectation could either encourage teachers' innovativeness through self-directed performance or make the teachers reluctant to perform to expectation. Unfortunately, the latter was the case. Head teachers' laissez-faire discouraged teachers' performance, which adversely affected adequacy of education that the schools provided. This was because being unsupervised meant that the teachers experienced low psychological and economic support from their head teachers. This contributed to teachers' development of *negative affectivity*, *low agreeableness* and *low conscientiousness* for their head teachers, which made the teachers dodge lessons frequently. It also made the teachers reluctant to mark the work given to students.

The teachers also worked for less than the time contracted, which contributed to failure to complete the school syllabus – a clear manifestation of providing insufficient education.

In short, the laissez-faire that some head teachers used made them disengaged, which created low-LMX quality that induced teachers' dissatisfaction. While the use of laissez-faire was based on high head teacher expectation of teachers' efficacy, its practical effect translated into provision of inadequate education. This points to a need for head teachers who used this leadership style to reconsider the expectations they have about their teachers. The fact that teachers are appointed and posted to Government secondary schools as professionals does not always translate into effective self-directed performance. As MacGregor's Theory X asserts, some people have no self-drive for work, and therefore need to be supervised to perform their assignments efficiently and effectively.

### **5.3.3 Influence of LMX quality typifying autocracy on adequacy of education**

The use of the autocratic leadership style featured in some of the selected Government and private schools (Template 5.2). However, the quality of dyadic LMX that epitomized this leadership style differed both within Government schools and between these schools and private schools. In Government schools, this quality was either absolute or benevolent dictatorship, but it was only absolutely authoritarian in private schools. Since the same autocratic leadership style was associated with different levels of dyadic quality, results confirm Cherry's (2010) argument that this leadership can be applied in an absolutely or benevolently dictatorial manner. The fact that the quality of the dyadic LMX varied implies that its influence on the educational adequacy differed not only within Government schools but also between these institutions and their private counterparts.



Firstly, absolute autocracy involved head teachers from both Government and private schools instructing teachers about what to do and not listening to teachers' ideas and opinions. This exposed teachers to *low assertiveness and low agreeableness*. Not listening to teachers exposed them to *unsatisfactory consultation with their head teachers about task allocation*. Yet just issuing instructions to them pointed to their *low involvement in decision-making*. Therefore, teachers grappled with *low distributed justice attitudes*. They were required to listen and respond unquestionably. The head teachers who used absolute autocracy indicated that teachers did not want to work whenever they were left alone. Therefore, the head teachers had to dictate to make the teachers to work as desired.

The head teachers' argument above gives credence to MacGregor's Theory X which, as explained by Cherry (2010), posits that people have a natural tendency to hate work and therefore, need to be forced to work. The head teachers' application of absolute autocracy, however, made the quality of the dyadic LMX they displayed perceived by teachers as unfriendly, suggesting that the head teachers did not have any emotional bonding with the teachers, which denied teachers a chance to express their ideas and opinions freely, thereby depicting *low assertiveness* (Dulebohn et al., 2012). Not allowing teachers to express their views freely and not giving them a chance to consult with the head teachers imply, according to the LMX theory, that head teachers regarded them as *out-group* members. As Duyan and Yıldız (2018) argued, this effectively implies that absolute autocracy was associated with a low-LMX quality.

Consequently, the initial high teacher performance that was associated with it was out of fear, and actually declined as teachers became weary of its low-LMX quality. The declining performance was due to *declining competence* caused by *high neuroticism* that teachers

developed as a result of being exposed to compulsion, fear and being kept as *out-group* members (Dulebohn et al., 2012). Evidently, the declining teacher performance explains why some Government and private schools provided insufficient education. As such, head teachers using absolute dictatorship need to shift to other leadership styles that motivate teachers.

Secondly, the use of benevolent autocratic leadership style involved a head teacher dictating what teachers had to do, but not in a way that sounded unfriendly. The head teachers were assertive but respected teachers. The head teachers gave assertive instructions meant to clarify teachers' roles and make them clearly understandable. They also issued orders and deadlines but left room for the teachers' suggestions that added value to the orders. Teachers associated this *assertive but friendly* dyad with high-LMX quality, which made them feel respected. This feeling encouraged the teachers to demonstrate *competence*, especially whenever the head teachers accepted their suggestions that added value. This translated into *high teacher conscientiousness* of what the head teachers expected them to do and psychologically *empowered* the teachers to be more *committed* to perform better (Dulebohn et al., 2012).

In short, results suggest that the quality of LMX associated with the benevolent dictatorship dyad yielded higher *teacher commitment, performance and overall organisational performance* (such as improved adequacy of education provided by schools). Therefore, the results give credence to the observation made by Peshawaria (2017) that the use of benevolent autocracy motivates subordinates to respond and do what a leader wants. These results also suggest that rationally, if head teachers using absolute dictatorship change to benevolent dictatorship, they are bound to improve the adequacy of education their schools provide, regardless of whether the institutions are Government or private. The next section presents a

discussion of the LMX quality associated with the democratic style and how it influenced educational adequacy.

#### **5.3.4 Influence of LMX quality typifying democracy on adequacy of education**

Results in Template 5.2 indicate that some of the head teachers used the democratic leadership style. However, the dyadic LMX quality that was associated with this leadership style differed between the Government and private secondary schools in which it was applied. This quality was in the form of pure directive democracy in Government schools; but in private schools, it took the form of both directive and permissive democracy. The fact that the dyadic LMX quality was either directive or permissive gives credence to Cherry's (2010) and Nanjundeswaraswamy and Swamy's (2014) scholarly work that indicates that the democratic leadership style can be directive or permissive. These results also show that this LMX quality contributed to the difference in the adequacy of education that the schools in which it featured provided.

The difference was such that the directive democratic LMX relationship involved head teachers using strict supervision, which however, was amenable to the teachers' suggestions and ideas, especially those that enhanced the effectiveness of the issued directives without changing their intent or purpose in terms of what the head teachers instructed. These results suggest that this quality of this dyadic LMX quality was associated with head teacher's *agreeableness* as described by Dulebohn et al.'s (2012). The head teachers allowed the teachers to discuss their directives in a way that improved their clarity and acceptance. The LMX did not involve debate, but active task-oriented listening and teacher enhancement of the instructions issued by the head teachers. Therefore, this LMX encouraged *high extraversion* on the part of head teacher

and *agreeableness* on part of teachers. In this relationship, the head teachers listened to teachers' suggestions, which created room for respecting teachers' innovativeness.

Results suggest however, the head teachers who used directive democracy considered some teachers as members of the *in-group* while regarding others as members of the *out-group* as the LMX theory posits. On the one hand, head teachers consulted some teachers and allowed them to seek clarification about the allocated tasks and to participate in decision-making on how to improve the tasks. This suggests that the head teachers encouraged these teachers' *high extraversion* and was *highly expectant* about them.

On the other hand, these head teachers did not confide in some teachers and even though they listened to them, did not consider their suggestions, particularly those that did not add value. According to Dulebohn et al.'s (2012), such teachers were considered out-group members; for the head teacher had *low agreeableness* with them, which made their *affectivity low*, thereby adversely affecting their performance and eventually, the adequacy of education they provided. In fact, the teachers who were treated as *out-group* members described the quality of the dyadic LMX associated with the use of directive democratic leadership style as purely task-oriented exchange and lacking the human side of work. This suggests that it was associated with low personal psychological motivation as Hensley and Burmeister (2010) referred to it. Since some of the teachers were treated as out-group members, directive democratic leadership style generally associated with low-LMX quality in both Government and private schools. This is why it was associated with educational inadequacy in both Government and private.

On the contrary, the permissive democratic leadership style that featured in private schools was associated with high-LMX quality. Results indicate that the head teachers who used it allowed

full teacher participation in decision-making, thereby depicting attributes of *high agreeableness*, *high expectation* and *high extraversion* as described by Dulebohn et al.'s (2012). The head teachers depicted these attributes by holding staff meetings at which teachers expressed their views and where head teachers provided them with constructive feedback.

In addition to staff meetings, the permissive democratic head teachers held one-to-one meetings with individual teachers to agree with them about the lessons allocated to them when planning school timetables. These results suggest that the head teachers nurtured their teachers' *high extraversion* and *assertiveness* – a form a high-LMX quality as described by Dulebohn et al.'s (2012). This way, the use of permissive democratic leadership style encouraged teachers to provide adequate education.

In conclusion, results indicate that the democratic leadership style was associated with different levels of LMX quality. The directive democratic leadership style was largely associated with low-LMX and provision of inadequate education in both Government and private secondary schools. The permissive democratic leadership style was associated with high-LMX quality and provision of adequate education, particularly in private schools.

### **5.3.5 Influence of LMX typifying collaborative leadership on adequacy of education**

Head teachers of some of the selected private secondary schools used a collaborative leadership style, which was associated with a high-LMX quality. These head teachers exhibited high levels of what Dulebohn et al. (2012) referred to as *extraversion*, *openness*, and *conscientiousness* to encourage teamwork between them and their teachers. They nurtured a high quality of LMX dyads by encouraging accommodative and supportive relationships with teachers as individuals. The head teachers encouraged genuine two-way communication,

promptly approved of teachers' instructional material requisitions, and were highly sociable or demonstrated *extraversion* to the extent that teachers informally and freely referred to them as 'mama' or 'papa'.

That way, the head teachers nurtured high mutual trust and involvement, their ingratiation by the teachers, and high teacher affectivity. They regarded all their teachers as *in-group* members and fully supported them to teach all assigned lessons and execute all allocated non-instructional duties. Consequently, teachers performed efficiently and effectively, leading to provision of adequate education. These results suggest that the high-LMX that collaborative head teachers cultivated with their teachers resulted into better teacher performance. Therefore, the results concur with Dansereau et al. (1975), Jing-zhou et al. (2015) and Strukan and ikolić (2017) that high-LMX leaders to high job performance by subordinates. This explains why private schools whose head teachers used a corroborative leadership style provided adequate education. As such, the use of collaborative leadership style needs to be encouraged as a way of boosting provision of adequate education in Ugandan secondary schools.

### **5.3.6 Influence of LMX typifying transformational leadership on adequacy of education**

Results in Template 5.2 reveal that the use of the transformational leadership style featured in only private schools. The quality of the LMX associated with this leadership style was such that head teachers demonstrated a highly transformational relationship with teachers. This involved head teachers using individualized inspiration, genial interaction with all teachers, and appreciation and recognition of high performers with rewards. This way, head teachers demonstrated what Dulebohn et al (2012) describe as high-LMX quality.

The head teachers using the transformational leadership style nurtured such high LMX quality by making each of their teachers feel trusted, respected and supported as *in-group* members. In response, the teachers demonstrated high conscientiousness, high extraversion, high commitment and high agreeableness that influenced their performance positively, leading to improving the adequacy of the education they provided to students. These results concur with Walumbwa *et al.*'s (2008) and Nabunya's (2018) studies both of which indicate that positive transformational leadership motivates subordinates to improve their performance. The results also suggest that adequacy of education of provided by Uganda's secondary schools improves when their head teachers use transformational leadership in a positive sense. The next section too discussed the findings using the paternalistic leadership style.

### **5.3.7 Influence of LMX typifying paternalistic leadership on adequacy of education**

The use of paternalistic leadership style featured in private secondary schools only. It was applied in a manner that was associated with both low- and high-LMX quality, with the former described by teachers whom the head teachers regarded as *out-group* members and the latter reported by the teachers who were considered *in-group* members. Results indicate that the teachers whom the head teachers considered in-group members were respected, confided in, consulted and listened to either because of their long experience or respectable age. This way, and as Rockstuhl et al. (2012) and Uhlig (2015) observed, the head teachers demonstrated high agreeableness and high expectation in the in-group teachers, which led to high-LMX that encouraged these teachers to perform better. Unfortunately, these were very few teachers.

The majority were the teachers whom the head teachers regarded out-group members. These were mostly the younger members of staff whose teaching experience was considered inadequate by the head teachers. As such, the head teachers had *low respect* for as well as *low*

*expectation* and *low trust* in them. They were ignored in decision making, and were expected to conduct allocated assignments unquestionably. This resulted into low LMX that made the teachers view the head teachers as exercising absolute power, assigning duties unilaterally, and providing limited facilitation in form of instructional resources such as non-sport and sports extracurricular facilities and library materials. Consequently, these teachers developed *high negative affectivity* for the head teachers. As in Dulebohn et al. (2012) observed, this kind of affectivity led to teachers' *low agreeableness* that expressed itself in low teacher motivation, performance and subsequent provision of inadequate education. Since these teachers were the majority, the level of providing inadequate education was high in the schools where the paternalistic leadership style was applied. The head teachers of these schools are therefore encouraged to change their leadership style. They need to switch to leadership styles that can boost the adequacy of education that their schools provide.

#### **5.4 How quality of superior-head teacher LMX explains the difference in adequacy of education provided by Uganda's Government and private secondary schools**

Results indicate that the quality of dyadic LMX that epitomised the relationship between the head teachers and their superiors (BOG, PTA and BOD chairpersons) influenced the adequacy of education (Table 4.4). Therefore, the results confirm the studies of Sherman et al. (2012), Jing-zhou et al. (2015) and Raguž and Zekan (2015). Each of these studies indicates that the performance of any labour-intensive business organisation depends on the quality of the LMX that typifies the relationship between those who occupy superior or leadership positions and those who occupy subordinate positions. By influencing the adequacy of education, this dyadic LMX quality also explained why it differed between and even within the selected Government and private schools.



Beginning with the differences within, schools in which the quality of superior-head teacher LMX dyad was supportive provided sufficient education results indicate that regardless of whether they were Government and private. This was because this dyad made the head teachers feel trusted, respected, motivated and inspired by their superiors to encourage the provision of adequate education. In contrast, schools where this LMX quality was rarely interactive, the head teachers felt distant and coerced by their superiors, which demoralised them to ensure that the schools provided adequate education. Consequently, these schools provided insufficient education.

The preceding results imply that the superior-head teacher leadership relationship whose quality was typified by superior support, trust, respect for, and positive motivation of head teachers translated into provision of better education. In contrast, the superior-head teacher leadership relationship whose quality was epitomised by superiors making head teachers feel distant and coerced because of rare interaction and being ordered around with no freedom to participate in decision making led to provision of insufficient education. The results, hence, support the LMX theory. This theory advances a view that subordinates in whom a leader has trust and whom the leader supports and respects perform better than those whom the leader does not support, and has no trust in and respect for (Dansereau *et al.*, 1975; Brunetto *et al.*, 2010; Sherman *et al.*, 2012; Jing-zhou *et al.*, 2015; Strukan and ikolić, 2017). Accordingly, the fact that the quality of LMX that typified the superior-head teacher dyads differed between the types of the selected schools implies that it contributed to the difference in the adequacy of education provided by these schools. The differences were as summarized in Template 5.3.

Template 5.3: Comparing quality of LMX typifying superior-head teacher leadership in Uganda's secondary schools

| Quality of LMX relationship  | School Type |         |
|--|-------------|---------|
|  | Government  | Private |
| Superior's laissez faire based on the trust and respect for head teacher |             |         |
| Superior intransigent and coercive formal communication                  |             |         |
| Superior self-seeking communication                                      |             |         |
| Motivational mutual trust and civil teamwork                             |             |         |
| Task-oriented typified by transactional communication                    |             |         |
| Superior micro leadership  |             |         |
| Paternalistic coercive communication                                     |             |         |
| Inspirational and transformational communication typified by trust       |             |         |

**Key**

| Description |                    |                 |         |
|-------------|--------------------|-----------------|---------|
| Colour      | Only in Government | Only in Private | In both |

As shown in Template 5.3 the quality of LMX that characterized the superior-head teacher dyadic relationship in only government schools took the form of (a) superior's laissez faire based on the trust and respect they had for the head teachers; (b) superior intransigent and coercive formal communication; (c) superior self-seeking communication; and (d) motivational mutual trust and civil teamwork. In private schools, the LMX quality that characterised the superior-head teacher dyad was in form of (a) paternalistic coercive communication; (b) superior micro leadership; and (c) inspirational and transformational communication typified by trust. The task-oriented dyadic LMX typified by transactional communication occurred in both school types. The manner in which these different forms of

LMX quality accounted for differences in adequacy of education provided by Government and private schools is discussed hereunder sub theme by sub theme.

#### **5.4.1 Superior's laissez faire based on trust and respect**

This LMX quality was manifested in the form of the selected schools' BOG chairpersons keeping a minimal interaction with the head teachers. The BOG chairpersons interacted rarely because they had trust and confidence in and respect for the head teachers based on a belief that the latter had the ability to ensure that the schools provided adequate education unsupervised. This belief suggests that the BOG chairpersons regarded the head teachers as members of their *in-group* as the LMX theory refers to it (Dansereau *et al.*, 1975; Dulebohn *et al.*, 2012; Jing-zhou *et al.*, 2015). The LMX theory asserts that *in-group* members perform well because the leader trusts, respects and supports them to do their work (Strukan and ikolić, 2017).

Results indicate however, that even when the BOG chairpersons trusted and respected the head teachers, they did not support them. The lack of support was mainly in the form of the BOG chairpersons abdicating their supervisory role, which caused delays in school decision-making, thereby adversely affecting school budget implementation, especially when it came to approving decisions on the purchase of critical instructional resources. Such delays limited the head teachers' ability to facilitate teachers with necessary instructional resources. This led to inadequate provision of education. These results imply that while trust, confidence and respect for subordinates are necessary, they are not sufficient to enable effective execution of tasks and responsibilities. Giving subordinates necessary support is also important. As such, and as the LMX theory contends, superiors need to provide the support required by subordinates to perform the assigned tasks as expected. Specifically, the BOG chairpersons in Uganda's

government secondary schools are urged not to abandon their supportive supervisory responsibilities by applying laissez-faire. The discussion of the superior intransigent and coercive formal communication is provided in the next section.

#### **5.4.2 Superior intransigent and coercive formal communication**

The dyadic relationship that some selected Government school BOG chairpersons cultivated with head teachers was typified by LMX quality that took of the form of intransigence based on formal, strict, coercive communication and inflexible supervision (Template 5.3). The BOG chairpersons who cultivated this quality of LMX argued that it helped them to ensure that the head teachers performed their roles in a financially accountable and administratively responsible manner that did not dilute the schools' culture and educational standards. The head teachers, however, had a different view.

The head teachers argued that the too much formality, strictness and coercive communication that their superiors used dampened their enthusiasm to implement BOG decisions. This LMX quality created in the head teachers a sense that they were being treated mechanistically or as machines or computers which work without applying any creativity but only executing the given instructions. Consequently, the head teachers worked indifferently, which made their schools underperform, thereby providing insufficient education. These results confirm the observation made by Cherry (2010) based on McGregor's Theory X as well as the argument advanced by Lauritsen and Ragnarsdóttir (2014) based on Taylorism. These two writers argued that the use of coercive and formal communication to issue inflexible instructions to subordinates without looking into the humane side of their work makes them respond not out of willingness but out of obedience to the issued decrees.

According to Hernandez (2016) and Chen and Wang (2017), the quality of LMX that head teachers associated with the leadership relationship described above implies that their superiors (BOG chairpersons) regarded them as members of the *out-group*, a situation that discouraged them to perform assigned tasks below expectation. It is hence not surprising that Government schools in which this quality of LMX featured provided inadequate education. Consequently, BOG chairpersons who supervise head teachers using this quality of LMX relationship need to reform by replacing it with the humane leadership relationship, since this is what head teachers need to be motivated to perform assigned work enthusiastically. Likewise, the discussion of superior self-seeking communication is elaborated in the next section.

#### **5.4.3 Superior self-seeking communication**

In some of the selected Government schools, the head teacher-superior dyad was characterised by LMX quality that involved BOG chairpersons trusting, respecting and regarding head teachers as cordial confidants or generally as *in-group* members, but communicating with them in a self-interest maximizing way (Template 5.3). That is, in a way that was not intended to facilitate the head teachers to work for the good of the school, but to divert school resources to the satisfaction of the BOG chairpersons' selfish needs. Therefore, the dyadic LMX quality that the BOG chairpersons cultivated was intended to influence head teachers not to perform their duties effectively, but to endorse diversion or misappropriation of school resources or funds to satisfy superiors' selfish interests.

Results from the interviewed head teachers revealed that such LMX quality drained the resources or funds that were needed to purchase instructional materials required to facilitate schoolwork. This made it hard for the schools to provide enough education. This suggests that not all *in-group* LMX relationships translate into high member and organizational performance

as the LMX theory suggests. The results, therefore, give credence to the criticism raised by Day and Miskenko (2016) that despite focusing on a dyadic leadership relationship, this theory's bias on the leader's side makes it inadequate to give a holistic picture that also explains the subordinate perspective of this relationship. Yet this perspective is equally vital to consider when analysing the quality of this dyad. A leader can consider subordinates as *in-group* members by trusting them as confidants as well as respecting and establishing an emotional bond with them not necessarily to support them in doing their work effectively, but to deny them *distributive justice* while exploiting the dyad with them to promote self-aggrandisement at the expense of organisational interests. Results suggest that in-group members can perform highly only when they are encouraged to do so in the interest of the organisation, but not to serve the selfish interests of leaders. Consequently, results suggest that the BOG chairpersons of the selected Government schools need to cultivate in-group LMX dyads for the sake of enabling the schools to provide adequate education instead of focusing on maximizing self-interests. In the next section, task-oriented transactional communication is discussed.

#### **5.4.4 Task-oriented typified by transactional communication**

While the quality of LMX discussed so far hampered the ability of head teachers in some of the selected Government schools to ensure provision of adequate education, this one had a positive influence. The BOG and PTA chairpersons whose relationship with head teachers was typified by task-oriented or transactional communication cultivated a dyadic LMX quality that made the latter motivated to ensure that the schools provided adequate education.

The BOG and PTA chairpersons' relationship was facilitative to the head teachers. By this relationship, the head teachers received the resources they needed to ensure that the schools achieved good performance. This meant that the head teachers enjoyed *distributive justice*, as

Scandura (1999) cited in Northouse (2018) described it. The superiors appreciated the head teachers for work well done, but reprimanded them whenever the schools performed below expectation. The LMX quality that typified this relationship made head teachers ensure high job performance. This is consistent with the LMX theory as re-examined by Erdogan et al. (2015) and Rosse and Kraut (2014). According to each scholar, the LMX theory suggests that manner in which subordinates get access to resources the need to execute the assigned tasks is determined by the quality of the dyadic exchange relationship established between them and their leader.

In fact, the quality of the LMX relationship that the BOG and PTA chairpersons established with the head teachers ensured that the schools performed well because it created no chance for the head teachers to underperform. BOG and PTA chairpersons often communicated with head teachers to ensure that schools' academic and non-academic programmes were implemented effectively and efficiently. The communication was task-oriented because all that the chairpersons were concerned about was to see that the schools performed well. This kind of relationship left the head teachers with no choice but to work harder as far as providing sufficient education was concerned. This explains why some of the selected Government schools provided sufficient education in most of its dimensions.

Accordingly, results endorse the observation made by Hensley and Burmeister (2008). In essence, these scholars noted that when subordinates are supported and appreciated, they get motivated to perform better, thereby enabling their organisations to achieve their performance as expected. As such, the superiors to the head teachers of Uganda's secondary schools are urged to establish dyads whose LMX quality is task-oriented or is typified by transactional communication. Superiors of especially those schools that do not provide sufficient education

are encouraged to cultivate this dyad. Next is a discussion of the LMX that was defined in form of motivational mutual trust and civil teamwork.

#### **5.4.5 Motivational mutual trust and civil teamwork**

In some of the selected Government schools, the quality of the LMX that epitomised the relationship between the head teachers and their superiors (BOG and PTA chairpersons) was characterised by motivational mutual trust, confidence, communication, support, and civil (courteous and polite) teamwork. This LMX quality was characterised by superior appreciation and inspiration of head teachers. The results indicate that with this LMX quality, the superiors and the head teachers were close to each other, with both demonstrating full trust and respect for each other, and superiors giving necessary support to head teachers. These results suggest that head teachers were in what the LMX theory refers to as the *in-group* of the BOG and PTA chairpersons (Dulebohn et al., 2012).

Unlike the *in-group* that the self-seeking BOG chairpersons established with head teachers as discussed earlier, in the case of the results above, the cultivated *in-group* dyadic quality contributed positively to the provision of adequate education. It encouraged head teachers to do their school administrative work effectively and efficiently, thereby ensuring that the provided education was as adequate as possible. Accordingly, BOG and PTA chairpersons whose schools did not provide sufficient education need to be encouraged to adopt a superior-head teacher LMX of the quality that is full of motivational mutual trust and civil teamwork.

Besides Government schools, results in Template 5.3 indicate that the selected private schools depicted their own quality of LMX as far as their superior-head teacher relationship was concerned. This quality was in form of (a) paternalistic coercive communication; (b) superior



micro leadership; and (c) inspirational and transformational communication typified by trust. Each of these forms of LMX quality is discussed in the following sections, beginning with paternalistic coercive communication.

#### **5.4.6 Paternalistic coercive communication**

In some of the selected private schools, the LMX relationship that the BOD chairpersons cultivated with the head teachers was of a quality described as dictatorially authoritative, uncompromising and one in which head teachers did not participate in decision making. The selected BOD chairpersons who also happened to be the owners and directors of the selected private schools behaved as parents by treating the head teachers as children who only needed to listen to, follow and implement the unilaterally made decisions. According to Shiva and Suar (2010), this quality of LMX suggests that the BOD chairpersons regarded head teachers as members of the *out-group* as the LMX theory refers to it. Results indicate that this quality denied head teachers *procedural justice* and made them feel distant, uninvolved in decision making, and inadequately supported by the BOD chairpersons. This state of affairs dispirited the head teachers, thereby lowering their enthusiasm to ensure that the schools provided adequate education.

The foregoing results support the observation made by Strukan and ikolić (2017) that members of the out-group do not perform effectively as a result of being disregarded and feeling unsupported by their leader. The results also indicate that the LMX relationship that was typified by paternalistic coercive communication was one of the factors that contributed to some of the private schools' provision of inadequate education. Therefore, the results suggest if private schools are to improve the adequacy of the education they provide, their BOD chairpersons need to abandon paternalistic coercive communication in favour of a dyadic LMX

quality that is supportive, involves head teachers in decision making and respects them instead of making them feel treated as children. This is particularly necessary in the light of the fact that the BOD chairpersons happen to be the owners of the schools. It is meaningless for an investor to sabotage his or her own investment just because he or she is cultivating an LMX relationship that dispirits the people who should bring about its success. Attention in the next section is on discussing the quality of the dyadic LMX that typified superior micro leadership.

#### **5.4.7 Superior micro leadership quality**

Results indicate that the relationship that the BOD chairpersons of some private schools cultivated with the head teachers was typified by a dyadic LMX of micro leadership quality. This quality was described in terms of the BOD chairpersons being always present at school to oversee its functioning, and to give head teachers supportive, evocative and provocative task-oriented direction and rewards. These chairpersons were also directly involved in mobilising the resources, which the schools needed to function as planned, thereby providing education to the planned level of adequacy. These results suggest that a superior-subordinate relationship associated with a dyadic LMX quality described as micro leadership ensures that followers do assigned tasks efficiently and effectively. Being micro implies the BOD chairpersons considered the head teachers as members of the *in-group* as the LMX theory refers to it. The fact that the head teachers were in the BOD chairpersons' *in-group* was confirmed by the former who showed that the latter had trust and respect for them. The BOD chairpersons also listened to the head teachers whenever they consulted them and supported them by addressing the issues and concerns which they presented to them anytime. These BOD chairpersons also interacted with every staff member to encourage them to perform their assignments efficiently and effectively.

Consequently, no school employee felt like they were *out-group* members. The disadvantage with this micro LMX quality was that it overwhelmed the school leadership creativity of the head teachers by rendering them powerless over other school staff members. The quality of the LMX that was associated with micro leadership kept the head teachers behind the shadow of the BOD chairpersons. The BOD chairpersons appeared to be doing the work that was within the leadership mandate of head teachers. Indeed, the BOD chairpersons' collegial interaction with every staff member obliterated the head teachers' key role – school leadership – thereby making the head teacher appear as if they, too, were just staff members. It also lessened the superiority of the BOD chairpersons by reducing them to a collegial relationship with head teachers and other staff members. While this interaction ensured that the schools provided the planned adequacy of education, it needs to be improved by allowing the head teachers some level of space and freedom to exercise their school leadership role without feeling that their responsibilities are being done by those supposed to supervise them. Next is a discussion of LMX quality established as inspirational and transformation communication.

#### **5.4.8 Inspirational and transformational communication typified by trust**

This quality of LMX relationship featured in only some of the selected private schools. Therefore, its influence on the adequacy of provided education was felt in only these schools. This influence was that head teachers were encouraged to ensure continuous improvement in the adequacy of education that the schools provided. Accordingly, results concur with the studies of Li *et al.* (2018) and Nabunya (2018). Each of these studies indicates that a leader that establishes a LMX relationship whose quality is typified by inspiring transformative communication rooted in trust motivates subordinates to perform in an ever-better way that translates into 'ever improving' organizational performance.

With respect to the selected schools, this LMX quality caused improvement in the adequacy of provided education. The inspiring communication that the BOD chairpersons made to head teachers encouraged them to implement the changes and improvements suggested to enhance the schools' educational capacity. The BOD chairpersons expressed much confidence and trust that the head teachers could implement the suggested changes through the staff members some of whom were promoted in recognition of the good instructional performance they achieved in form of excellent student academic grades. The BOD chairpersons expressed this confidence and trust by meeting head teachers on one-to-one basis, confiding in them, listening to their creative ideas, adopting the ideas with some modification where necessary, and motivating the head teachers to implement them willingly regardless of the challenges they faced along the way. These results imply that the chairpersons regarded the head teachers as *in-group* members. In addition, this LMX increased the schools' educational adequacy significantly, especially in terms of classroom blocks, computer and science labs as well as libraries. Therefore, results support that LMX theory that members of a leader's in-group are high performers (Dansereau et al., 1975; Rockstuhl et al., 2012; Uhlig, 2015).

In conclusion, results indicate that the quality of the LMX relationship the superiors cultivated with the head teachers influenced the adequacy of education provided by the selected schools. This quality differed within and between the selected Government and private schools. This LMX quality was therefore one of the factors that explained why there were differences between and within the selected Government and private schools as far as the adequacy of provided education as concerned. In some of the Government schools, the quality of the superior-head teacher LMX relationship was typified by superiors' *laissez faire* based on trusting and respecting head teachers without supporting them. In other Government schools, this quality was characterised by superior intransigent and coercive formal communication and

it took the form of superiors' self-seeking communication to head teachers in others. Each of these forms of LMX quality influenced the adequacy of education adversely, thereby explaining why the Government schools in which it featured provided insufficient education. There is therefore was need to change each of these forms of LMX quality.

In some of the selected Government schools, the quality of the superior-head teacher relationship was characterised by motivational mutual trust and civil teamwork while in others it was task-oriented and typified by transactional communication. Each of these forms of LMX quality had a positive influence on the adequacy of education, and explained why some of the Government schools provided sufficient education. There were also Government schools where the LMX quality took the form of task-oriented and transactional communication that made head teachers feel mechanistically treated, thereby demoralising them to encourage the provision of education. Therefore, this LMX quality needs improvement by encouraging the superiors to be humane towards head teachers instead of treating them mechanistically.

In the selected private schools, the quality of the superior-head teacher LMX relationship took different forms that included: paternalistic coercive communication, superior micro leadership, and inspirational and transformational communication typified by trust. Each of these LMX quality forms influenced the adequacy of provided education positively. It was therefore one of the factors that explained why most of the selected private schools provided better education. It is imperative to note however, that whilst paternalistic coercive communication and superior micro leadership LMX quality was associated with provision of adequate education, they each made the head teachers unenthusiastic and overwhelmed to play their responsibilities. This suggests a need for the superiors who cultivate this LMX quality to consider shifting from it to a quality that gives head teachers space, freedom and autonomy to perform their roles and

responsibilities. This will translate into even greater school performance in terms of the adequacy of education provided.

### **5.5 Summary of chapter five**

In summary, results in response to the first research question reveal that the perception that private secondary schools provide better education than Government schools is not entirely valid. The difference exists but it is not according to the schools as Government or private. Rather, it is according to the schools as individuals, and it depends on the specific indicator of educational adequacy under consideration. Findings in response to the second research question indicate that the quality of the dyadic LMX that typified the leadership styles applied by head teachers differed between and within the selected Government and private schools, and in so doing, explained the differences between and within these schools as far as the adequacy of education they provided was concerned. Finally, results in response to the third research question indicate that the quality of the LMX that characterised the dyadic relationship between head teachers and their superiors (BOG, PTA and BOD chairperson) differed between and within the selected Government and private schools, and in so doing, explained why there were differences between and within these schools as far as the adequacy of education they provided as concerned.

## **CHAPTER SIX: CONCLUSION**

### **6.1 Introduction**

The previous chapter discussed the findings obtained from data analysed using a hybrid of Yin's (2015) and template thematic analysis frameworks. This chapter focuses on drawing conclusions and recommendations from the discussion. Also presented are the limitations of the study and areas for further research. The begins with conclusions organisations according to the research questions.

### **6.2 Conclusions**

The aim of the study was to determine the empirical validity of the perception of a difference in adequacy of education provided by Uganda's Government and private secondary schools, and to use the LMX theory to examine how this difference was explained by the quality of the leader-member dyadic exchanges characterising leadership exercised in these schools. This aim was achieved by formulating and answering three research questions the first of which was as stated in the next section.

#### **6.2.1 Validity of the perceived difference in adequacy of education provided by Uganda's Government and private secondary schools**

The first research question in this study focused on establishing the empirical validity of the perception that the adequacy of education differed between Uganda's Government and private secondary schools. This research question was set to clarify the issue that secondary schools in Uganda have a duty to provide adequate education regardless of their type, but parents have for long held an unconfirmed perception that either Government or private secondary schools provide inadequate education (Ludi, 2010; Balyejjusa, 2014; Namusobya, 2016; Asankha and

Takashi, 2017; Lugaaju, 2017; Malango, 2018). The data needed to answer this research question was collected by interviewing chairpersons of Boards of Governors (BOG), Board of Directors (BOD), Parents and Teachers Association (PTA), head teachers and teachers of the selected Government and private secondary schools. Each of these respondents was asked to explain the adequacy of education provided by their respective schools in terms of its various indicators. The responses recorded from them were analysed using a hybrid of Yin's (2015) and template steps of thematic analysis.

This study has shown that the perception that Uganda's secondary schools differ in the adequacy of education they provide according to their categorisation as government or private was not entirely as valid as the Ugandan parents hold it. Empirical differences did not favour only one category of schools over the other. Some indicators of educational adequacy favoured Government schools while others were better in private schools. Specifically, private secondary schools had an edge over their Government counterparts in terms of the adequacy of education provided through the following indicators: teacher commitment to students' academic and practical preparation, available educational infrastructure, educational technology, classroom instructional materials, size of teaching staff, use of available science lab resources, provision of non-sport extracurricular activities, and an environment that encourages students' self-directed learning. In contrast, Government schools provided better education with respect to the following: use of professional teachers, availability and use of sports grounds to encourage sports-related extracurricular activities, and availability of underutilised science lab resources. Both school types provided inadequate education based on library services.

Accordingly, each type of schools had inadequacies and adequacies as far as the education they provided was concerned. Consequently, the view that one type of schools is entirely better than



the other does not hold empirically. A valid view is that the adequacy of secondary education provided by secondary schools in central Uganda differs according to these institutions as individuals but not as a result of their categorisation as Government or private institutions. The findings, therefore, suggest that the difference depends not only on a school classified as Government or private, but rather, on its internal factors as well. This study investigated whether the quality of LMX that typified head teachers' leadership styles was among these factors, and the conclusion reached is presented next.

### **6.2.2 How the dyadic LMX quality typifying leadership styles used by head teachers explains differences in adequacy of education provided by Uganda's secondary schools**

The second research question focused on establishing how the quality of the dyadic LMX that characterised the leadership styles used by head teachers explained the difference in the adequacy of education provided by Government and private secondary schools in central Uganda. This research question was posed based on the LMX theory. In brief, this theory posits that the quality of the dyadic exchange relationship, which a leader cultivates with subordinates differs in such a way that it differently motivates to perform the work assigned to enable their organisation to achieve its purpose (Dansereau et al., 1975; Brunetto et al., 2010; Rockstuhl et al., 2012; Sherman et al., 2012; Strukan and ikolić, 2017). When this quality between organisations, it causes variation in the levels of their subordinates' motivation, leading to differences in levels at which they attain their purpose (Jing-zhou et al., 2015).

Therefore, in a situation where Uganda's secondary schools differed as far as achieving their purpose of providing adequate education was concerned, the question of whether this difference was explained by this quality was inevitable. Answering this question involved asking the interviewed head teachers and teachers to describe the manner in which they

respectively led and were led to ensure that their schools provided education as expected. The responses they provided were recorded and analysed using a hybrid of template analysis and Yin's (2015) steps of thematic analysis.

Results indicate that the quality of the dyadic LMX relationship that typified the leadership styles used by the head teachers explained the differences both between and within the selected Government and private secondary schools as far as adequacy of provided education was concerned. The difference was such that head teachers used different leadership styles. Each leadership style was typified by a dyadic LMX quality, which influenced the adequacy of education provided by the school in which it was applied. As leadership styles differed between and within Government and private schools, so did the dyadic LMX quality, thereby causing variation in adequacy of provided education. This way, results support the LMX theory.

In specific terms, the results indicate that Government schools whose head teachers' leadership style was dyadically associated with a permissive democratic LMX quality provided better education compared to the same schools whose head teachers' leadership styles were typified by laissez faire, bureaucratic, absolute autocratic, and directive democratic LMX quality. These same Government schools also provided better education compared to private schools whose head teachers' leadership styles were dyadically associated with absolute autocratic, directive democratic and paternalistic LMX quality. Similarly, private schools whose head teachers' leadership styles were dyadically associated with collaborative, transformational and benevolent LMX quality provided better education compared to the same schools whose head teachers' leadership styles were associated with directive democratic and paternalistic LMX quality. These private schools also provided better education compared to government schools whose head teachers' leadership styles were dyadically characterised by laissez faire,

bureaucratic, absolute autocratic LMX quality. Therefore, results show that schools can provide adequate education when head teachers use permissive, collaborative, and transformational leadership instead of using laissez faire, bureaucratic, absolute autocratic, directive democratic and paternalistic leadership styles. this is because each of these leadership styles is associated with a dyadic relationship that motivates teachers to perform assigned work efficiently, enthusiastically, and effectively.

### **6.2.3 How quality of superior-head teacher LMX explains the difference in adequacy of education provided by Uganda's Government and private schools.**

The third research question focused on ascertaining how the quality of the dyadic LMX that characterised the leadership relationship between head teachers and their superiors explained the difference in the adequacy of education provided by Government and private secondary schools in central Uganda. This question was set based on previous research that had shown schools differ with respect to achieving their purpose of providing adequate education because of the head teacher-superior relationship associated with them (Ddungu, 2006; Hernandez, 2016; Omar and Kavale, 2016; Smith, 2016; Aunga and Masare, 2017; Chen and Wang, 2017). This research had however, investigated the nature of this relationship in terms of how the superiors facilitated head teachers with necessary resources. The quality of the dyadic LMX typifying this relationship had been barely analysed; yet it is one of the relationships recognised by the LMX theory if superiors are assumed to be leaders over head teachers.

Accordingly, this quality was established by asking the interviewed the BOG, BOD, PTA chairpersons and head teachers to explain the nature of their dyadic relationship and how it influenced the adequacy of education that their schools provided. The responses recorded from these respondents were analysed using template analysis aided by Yin's (2015) steps of

thematic analysis. Findings indicate that this quality explained the difference not only between but also within the selected Government and private schools. Schools where this quality was high provided better education than those where it was low. This confirms the LMX theory. The dyadic relationship that was associated with high-LMX quality in some Government schools only took the form of motivational mutual trust and civil teamwork between superiors and head teachers. Similarly, the dyadic relationship that was associated with the high-quality LMX in private schools only took the form of superior (BOD) micro leadership as well as inspirational and transformational communication typified by trust in head teachers. Each of these superior-head teacher relationships translated into provision of adequate education.

In contrast, the superior-head teacher relationship that was associated with low-quality dyadic LMX in some Government schools took different forms, which included superiors' laissez faire based on trust and respect for head teachers without supporting them, superior intransigent and coercive formal communication as well as superior self-seeking communication. The same dyadic relationship in private schools took the form of paternalistic coercive communication from superiors to head teachers. There was also a low-quality dyadic superior-head teacher relationship that took the form of task-oriented transactional communication in both Government and private schools. The low-quality LMX associated with each of these superior-head teacher dyads translated into provision of inadequate education. Consequently, superiors who cultivated dyads of this nature are urged to reconsider their relationship with the head teachers for the sake of enabling their schools to provide adequate education.

#### **6.2.4 Overall conclusion**

The difference in the adequacy of provided education was such that private schools were better at teacher commitment to student academic and practical preparation, educational

infrastructure, educational technology, classroom instructional materials, size of teaching staff, use of science lab resources, provision of non-sport extracurricular activities, and students' self-directed learning. In contrast, Government schools were better at the use of professional teachers, availability but underused science lab resources, provision of sports grounds and encouraging of sports-related extracurricular activities. The bureaucratic, laissez faire, absolute autocratic and directive leadership styles featured in only Government schools and were associated with low-LMX quality that caused them to provide inadequate education. Only permissive democratic leadership style was associated with high-LMX that enabled Government schools to provide adequate education. In private schools, the transformational, collaborative and benevolent autocratic leadership styles were associated with high-LMX quality which translated into provision of adequate education, but the low-LMX quality associated with the directive and paternalistic leadership style translated into provision of inadequate education. In Government schools, low-quality dyadic superior-head teacher relationship in form of superiors' laissez faire, intransigent and coercive formal communication, and self-seeking communication caused schools to provide inadequate education, but superiors' motivational mutual trust and civil teamwork with head teachers enabled these schools to provide adequate education. In private schools, low-quality dyadic LMX associated with paternalistic coercive communication and task-oriented transactional communication led to provision of inadequate education. However, high-quality dyadic LMX associated with superior micro leadership as well as transformational communication translated into provision of adequate education.

## **CHAPTER SEVEN: RECOMMENDATIONS AND FURTHER RESEARCH**

### **7.1 Introduction**

The following recommendations are made to the key stakeholders in Uganda's secondary education, including parents, Government, and private educational investors, as well as those who participate in school leadership such as head teachers and their superiors. Also provided in this chapter are limitations of the study based on which recommendations for further research are made to scholars with a special interest in leadership in general and school leadership in particular. The recommendations are based on the conclusions reached in the previous chapter.

### **7.2 Recommendations to Ugandan parents**

Since empirical evidence established in this study indicates that the perception that Uganda's private secondary schools provide better education than Government schools is not entirely valid, parents should desist from holding such a generalised opinion. Instead of choosing a school for their children because it is private but not Government, parents should make the choice according to a school's individual capacity to provide educational services children need to develop their talents and realize their career aspirations as desired. This recommendation is in line with Atuhairi (2016) and Crawford (2018) who indicated that the difference in adequacy of education is not according to whether a school is Government or private; it is rather according to the internal capacity of the schools, including how they are led individually.

### **7.3 Recommendations to investors in Uganda's secondary education**

The inadequacies that this study established in the provision of Uganda's secondary education in terms of library facilities, educational technology, extracurricular facilities, lab resource, teacher commitment, school environment should be addressed according to how they apply to

both Government and private schools. Specifically, the Government of Uganda should provide the Ministry of Education and Sports (MOES) with funds necessary to stock its secondary schools with enough library materials, educational technology, and to build more classrooms and improve the schools' environment to make it conducive to students' self-directed learning. This recommendation is consistent with the conclusion reached by Liang et al. (2016) that governments the world over have a duty to finance the provision of adequate education to all their citizens.

Similarly, private secondary education investors should stock their schools with adequate library facilities, install more educational technology, recruit professional teachers, and construct necessary the sports grounds and ensure that students' participation in related extracurricular activities is promoted. This recommendation is based on the observation made by Joshee (1994) and Sandefur et al. (2013) when private investors choose to invest in the education sector, they should provide adequate education not only to win competitiveness but also ensure that their clients (students) realise the expected learning outcomes in a satisfactory manner.

#### **7.4 Recommendation to head teachers in Uganda's secondary schools**

Head teachers in Uganda's Government secondary schools should refrain from using laissez faire, bureaucratic, absolute autocratic, or directive democratic leadership styles. Findings indicated that application of each of these styles cultivates low quality of dyadic LMX with teachers, which leads to provision of inadequate education. Similarly, findings indicated that the absolute autocratic, directive democratic or paternalistic leadership styles were associated with low quality of dyadic LMX that demoralised teachers from providing adequate education.

Therefore, head teachers should desist from using absolute autocratic, directive democratic or paternalistic leadership styles.

Any head teacher using any of the leadership styles mentioned above should instead start applying either the permissive democratic, collaborative, transformational or benevolent autocratic leadership styles. Findings indicated that applying each of these styles cultivates high-quality dyadic LMX, which motivates teachers to perform assigned work efficiently, enthusiastically and effectively. As Huber (2013) and Şenol (2019) emphasised, for the head teachers to transition from using leadership styles associated with low-quality dyadic LMX to those linked with high-quality dyadic LMX, they should go for leadership training that can equip them with skills needed to effectively apply permissive democratic, collaborative, transformational and benevolent autocratic leadership styles. According to the results, the specific skills which this leadership training should equip these head teachers with include *agreeableness, extraversion and transformational communication, contingent rewarding*.

### **7.5 Recommendations to the superiors to head teachers in Ugandan secondary schools**

The superiors to head teachers, including the BOG, BOD or PTA chairpersons should refrain from using laissez faire, self-seeking communication, intransigent and coercive formal communication, task-oriented transactional communication or a paternalistic leadership relationship with head teachers. Findings indicated that each of these relationships was associated with low-quality dyadic LMX, which demoralised head teachers, leading to provision of inadequate education. Therefore, as Williams (2020) asserted, these superiors should go for training that can equip them with leadership skills for cultivating high-quality dyadic LMX in their relationship with head teachers. Findings indicate that the training should focus on equipping them with leadership skills that encourage superior-head teacher



motivational mutual trust, civil teamwork, supportive micro leadership, and inspiring communication intended to promote *transformation, agreeableness, extraversion, procedural and distributive justice* that translate into provision of adequate education.

## **7.6 Limitations of the study**

The study had conceptual, literature and methodological limitations. The conceptual limitation was that leadership is a wide concept whose dimensions go beyond the quality of the LMX relationship on which the study focused. There are other dimensions such as a leader's personal attributes, subordinates' personal attributes, nature of tasks, organisational cultural context and others which the study did not investigate yet they could also influence the adequacy of education provided by the selected schools. This limited the study findings, in such a way that it did not cover how other dimensions of leadership influenced and therefore explained the difference in the adequacy of education provided by Uganda's Government and private secondary schools.

Methodologically, the study used a qualitative approach which limited it in the quantitative sense. The use of the qualitative approach meant that the sample needed to meet only the saturation requirement. It was not statistically representative of the population of teachers, head teachers and superiors (BOG, BOD and PTA committee chairpersons) who participated in leadership of secondary schools in central Uganda. This limited the generalisability of the findings of the study to all these schools, let alone those in the whole of Uganda.

Additionally, the selected schools were categorised as Government and private schools. This categorisation did not reflect all the types of secondary schools in Uganda, particularly in

central Uganda. For instance, within the Government schools, there were those under Universal Secondary Education, those that are not under this programme, those referred to as government-aided schools and thus, not totally funded by government. Under the private schools, there were those operating as community schools, those owned by private individual investors, and those founded by private organisations such as religious bodies. The Government and private schools were also categorised as day and boarding institutions. However, all these classifications were not investigated, which limited the study in terms of how its findings applied to each of these specific types of secondary schools as far as the quality of LMX characterising their leadership was concerned.

Another methodological limitation was that the study established that the quality of the LMX relationship between head teachers and their superiors, and the quality of the LMX that characterised the head teachers' leadership affected the adequacy of education provided by Government and private schools. However, the sizes of the effects were not established due to the use of a qualitative approach.

Regarding limitation in literature, not many studies had been conducted in Uganda in general and in the education sector in particular, based on the LMX theory. This limited the study in terms of getting literature in the Uganda perspective. Based on these limitations, the following section discusses areas that could be researched to cover the gaps this study left.

## **7.7 Areas for further research**

A replica of this study is recommended using the quantitative approach. Further quantitative research will investigate the quantitative effects of the quality of the superior-head teacher

LMX relationship and of the quality of LMX typifying head teachers' leadership styles on adequacy of education provided by any level of Government and private educational institutions in Uganda. Further research is also recommended to determine how leadership dimensions that do not include the quality of LMX typifying head teacher-superior relationship and head teachers' leadership styles account for the difference in the adequacy of education provided by secondary and other schools in Uganda. Further research is also recommended into the factors explaining differences in the superior-head teacher relationships and leadership styles applied by head teachers in Uganda's schools. Finally, more research is recommended on how the LMX theory explains the relationship between leadership and performance of organizations in Uganda.

### **7.8 Contribution to knowledge and understanding**

This study has both practical and theoretical contributions. The practical contribution was given in form of recommendations to the stakeholders to participate in school leadership, particularly those in Uganda. This section focuses on the theoretical contribution in the form of new knowledge generated by the study.

The first contribution is that the study has disapproved of some of the criticisms levelled against the LMX theory by some scholars. Scandura (1999) cited in Northouse (2018) criticised this theory that it does not address some fairness procedures. However, the study has revealed that self-seeking superior LMX in Government schools, the absolute dictatorship and task-oriented exchanges that featured between superiors and head teachers and between the latter and teachers in both Government and private schools were associated with procedural injustices in decision-making and access to educational resources.

Additionally, staff promotional opportunities that featured in the superiors' use of transformational LMX exchanges in private schools, translated into improved distributive justice. Participatory decision-making that featured in LMX which typified head teachers' use of permissive democratic leadership style and the superiors' micro leadership was detected as interactional and procedural justice in Government and private schools, respectively. By revealing these forms of organisational justice, the study disapproved of the criticism that the LMX theory does not address fairness in the leader-member relationship.

Secondly, the theory is criticised for being leader-centric rather showing the job and structural dimensions (Dulebhon et al., 2012; Day and Miskenko, 2016; Gottfredson and Aguinis, 2016). However, the quality of the LMX dyads established in this study indicate that this theory explains both the leader and subordinate side of the leadership relationship. This is because the study covered the perspectives of both the leader and led. That is, how the head teachers and their superiors described the superior-head teacher relationship, on the one hand, and how the head teachers and teachers described the dyadic LMX quality characterising the leadership styles. This way, this study reflects the LMX quality as assessed by both the leaders (superiors) and head teachers (subordinates) in the superior-head teacher relationship, on the one hand, and by the leaders (head teachers) and subordinates (teachers) in the LMX quality typifying head teachers' leadership styles. It is in this sense that this study disapproved of the leader-centric criticism levelled against the LMX theory.

Third, this study has shown that it is possible to combine two thematic frameworks of analysis, thereby using a hybrid analysis approach to generate more insightful and comparable qualitative findings. Previous studies have tended to rely on only one thematic analysis

framework, thereby painting a picture that the use of only one framework can suffice in any other. This study has shown that two thematic analysis frameworks can be combined to generate themes that can be clearly compared across the different investigated cases – which were school types in this study. Specifically, the study combined Yin’s five stages of analysis with some stages of template analysis.

In both of these thematic analysis frameworks, the first three stages are practically similar (Bouncken et al., 2021) and were therefore, applied concurrently in this study. However, Yin’s fourth stage requires interpretation, which the researcher could not do properly before further developing a way by which the generated themes and codes could be glaringly compared between Government and private secondary schools. Therefore, before engaging Yin’s fourth stage, effort was made to use the fourth and fifth stages of template analysis, which enabled the researcher to develop templates by which the developed themes and codes were logically compared across the types of schools (Government and private) and according to the different dimensions of the variables (adequacy of education, leadership styles, LMX quality, and superior-head teacher relationship). In particular, the fourth stage of template analysis helped compare the initially developed themes and codes. The fifth stage of template analysis enabled the researcher to refine the compared themes further, thereby developing distinct themes and codes comparable between Government and private secondary schools. The manner in which this analysis was applied is explained Chapter 3 and the findings generated are presented in Chapter using the developed templates.

Four, this study findings contribute to the knowledge gap in management and business theories on an international level of education management for practitioners and theorists. Within this body of knowledge, the study has interesting primary data from the Ugandan private and

government secondary schools' context, reporting on the impact of use of various leader member exchange interactive leadership styles to cause differing education adequacy. This was specifically identifying with the exchange between headteachers and teacher as well as superiors and headteachers. Furthermore, the study, gives an insight of enriched education management high or low exchange qualities used in the process of impacting secondary schools' adequacy without biasness of either type of school being better or less in providing the education due to, teacher and headteacher quality exchange. Therefore, the study has captured the appropriate practices which can be used in developing improved Ugandan education management system, and an international baseline for education systems that fall in a similar context, yet facing the same challenges, this can be used to reform their education management process that influence leader member exchange qualities of leaders. In conclusion, this will boost the innovativeness on a wider range, resource allocation in a more informed managerial environment and shared innovative ideals on an international application in the leader's member exchange framework which is transferable to other business sectors.

Finally, the study has enriched the existing body of literature on organisational leadership by adding the perspective of the LMX theory within the context of Uganda's secondary school leadership to this knowledge. In particular, it has extended knowledge on head teachers' leadership styles established in Uganda (Ddungu, 2006; Walumbwa et al., 2008; Nababi, 2014; Bala, 2015; Kinsambwe, 2016; Tumuhimbise, 2017; Nabunya, 2018) by adding the LMX perspective to them and how it explains differences in the adequacy of education provided by Government and private secondary schools.

In conclusion, the thesis has disapproved of some of the criticisms levelled against the LMX theory, shown that a hybrid of Yin's and template thematic analysis can be used to analyse

qualitative data, and enriched the existing body of leadership scholarship with the quality of LMX comparing Government and private secondary school leadership and its influence on adequacy of provided education within the Uganda context.

## **7.9 Personal Reflection**

The researcher was motivated to pursue this PhD by her experience as an employee who was led at one point and also became a leader later in some of Uganda's secondary schools. Originally, her PhD research focused on establishing the validity of the difference perceived in the adequacy of education provided by secondary schools in England compared to Uganda, and if valid, compare how the quality of leadership exercised in these schools explained it. However, data was hard to obtain from England secondary schools.

This state of affairs compelled the researcher to refocus the study on only Ugandan secondary schools as Plan B. For the difference in the adequacy of education was for long perceived between private and Government schools in Uganda, but still, it had not been empirically confirmed, let alone explained by the quality of leadership exercised in these schools. This made the researcher concentrate on confirming this perception, analysing the quality of this leadership and how it explained the difference in the adequacy of education provided by Government and private secondary schools in Uganda. Specifically, the researcher drew on the LMX theory to examine the quality of the dyadic LMX characterising the relationship between head teachers and their superiors, on the one hand, the leadership styles used by the head teachers to influence teachers to perform as desired.

The researcher's philosophical approach was guided by interpretivism and her conceptualisation of the study relied on the Dulebohn et al. (2012) conceptual framework. The researcher used interpretivism owing to its ability to enable her to interact directly with respondents in order to get an in-depth understanding of the nature of the variables she was examining from their perspective. The researcher drew on Dulebohn et al.'s (2012) model because of its comprehensive theoretical coverage of the attributes of leader-member exchange relationship as described by the LMX theory. This model captures most of the qualities that may result into desirable outcomes of a leadership relationship in any productive business enterprise, including a school. It specifies the qualities associated with leader, subordinate, and the in-group or out-group relationship that may be created between these two in the long run.

Dulebohn et al.'s (2012) model gave the researcher insight into the qualities on which she had to focus when analysing the quality of the exchange relationship between head teachers and teachers, on the one hand, and between head teachers and their superiors (BOG, BOD and PTA chairpersons), on the other. Based on these attributes, the researcher has established through this study that the quality of the dyadic LMX typifying head teachers' leadership styles and the head teacher-superior relationship influences the adequacy of education provided by secondary schools in Uganda. The influence can be positive or negative, depending on how this quality affects subordinates.

The researcher has come to appreciate that the high-quality dyadic LMX qualities that characterise the transformational, permissive democratic, mutual civil trust, collaborative, benevolent autocratic or transactional leadership enhances the adequacy of provided education by encouraging subordinate's job performance. She can now transfer this knowledge to other organisations by encouraging their leaders to adopt these qualities.



The researcher has also acknowledged that low-quality dyadic LMX qualities that epitomise laissez faire, self-seeking headship, autocracy, bureaucracy, paternalism, or directive democracy demoralise employee performance, thereby translating into provision of inadequate education by either private or Government secondary schools. She can extend this connection by advising any business organisation to ensure that their leaders refrain from the use of these LMX qualities as they cannot enable them to achieve their planned outcomes effectively.

Additionally, despite the fact that the LMX theory is criticised for examining only the leader's attributes that are brought into the relationship, the researcher come to acknowledge this criticism is valid only when attention is not paid to the subordinates. When both the leader and the led are given the opportunity to explain their respective opinions of the quality of the LMX between them, the reality that comes out reveals that the theory is balanced, especially when the analysis is guided by Dulebohn et al.'s (2012) model.

Likewise, the empirical evidence suggests that the quality of the dyadic LMX qualities is not the only factor that influences the difference in the adequacy of education provided by secondary schools in Uganda. Some indicators of this adequacy were just lacking in the selected schools not because of the associated quality of LMX, but because of other factors such investment inadequacies. From this evidence, the researcher has acknowledged that investors need to ensure that their organisations are well facilitated with all the resources they need to pursue their goals, objectives and purpose effectively.

Finally, this study has generated knowledge that the researcher can use to identify LMX qualities that leaders of business organisations such as schools should be encouraged to adopt

to guarantee realisation of desired subordinate and organisational performance. This way, she can recommend that the knowledge covered in this study can contribute positively to improving leadership in business organisations when it is well utilised.

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## APPENDICES

### Appendix A: Participant information sheet



A comparative study of Leader Member Exchange theory in private and Government secondary school education in the Central part of Uganda.

#### PARTICIPANT INFORMATION SHEET

(Headteachers/Teachers/BOG)

##### Invitation

I would like to invite you to take part in a research study. Before you decide I would like you to understand why the research is being done and what it would involve for you. **I will go through the information sheet with you and answer any questions you have.** This should take about 5 minutes. Talk to others about the study if you wish. Please ask if there is anything that is not clear.

##### Background of the study

Ugandan education system is expected to take part in promoting Ugandans' national development, it is necessary for all schools to provide education adequately, irrespective of whether they are Government or private secondary schools. The study is motivated by the fact that while there is a debatable perception among the Ugandan stakeholders that students in private secondary schools get inadequate education compared to their counterparts in Government secondary schools. Some scholars have counteracted this perception as a myth, claiming that Government secondary schools could even be providing better education. It is not clear whether the LMX theory applied in either type of schools explains this perception, thus a need to study the phenomena.

##### What is the purpose of this research?

This study is proposed to compare the Leader Member Exchange (LMX) theory in the leadership styles used in schools to influence provision of education, this will provide empirical

evidence about the perceived difference in the quality of education provided in private and Government secondary schools in the Central part of Uganda.

**Why have I been chosen?**

You have been chosen as a participant in the study because you are headteacher /teacher/school associate committee member of the secondary school in the Central part of Uganda.

**Who is responsible for the study?**

The research is being conducted by a PhD research student by the names of Liz Nantunda and from Teesside University, Business school.

**What will happen if I choose to take part in your research?**

After getting consent from the headteacher, the head teacher will be asked by the researcher to recommend key participants who can take part in the research. Then, the research participants will take part in a 45-minutes recorded interview about the topics that compared the Leader-Member-Exchange epitomising leadership styles used in the provision of education in state and private secondary schools.

**Where will the research take place?**

The research will take place at the school premises or any convenient place of participant's choice.

**What are the possible benefits of taking part in the study?**

It is hoped that the study will help to generate empirical evidence that will address the debates among the Ugandan stakeholders that Private secondary schools provide better education than Government secondary schools, and vice versa. Stakeholders in education sector will develop improved motivation exchange relationships to have an adequate inclusive education for all Ugandans.

**Are there any disadvantages of taking part in this study?**

There are no known disadvantages in taking part in the study.

**What are the possible risks of taking part?**

There are no known risks in taking part in the study.

### **What if there is a problem?**

Any complaint about the way you have been dealt with during the study or any possible harm you might suffer will be addressed. If you have a concern about any aspect of this study, you should ask to speak to research supervisor who will do their best to answer your questions.

### **What will happen if I don't want to carry on with the study?**

You are free to withdraw from the study at any time and can ask for your data to be destroyed through quoting your participant ID number before analysis in January 2019 without giving a reason. Your information will be anonymised without mentioning your name or the school name. There no known safety issues associated with withdrawing participation.

### **What happens to the information I give? Will it be kept confidentially?**

I will follow ethical and legal practice and all information about you will be handled in confidence. All information which is collected about you during the course of the research will be kept strictly confidential, and any information about you will have your name and contact details removed so that you cannot be traced. In future, if there is any sharing of data such as publications the information will be already disseminated into codes which will only be known by the researcher due to the anonymity tactic used at the beginning of analyzing of data.

### **Who has approved the study?**

Teesside University School of Social Sciences, Business, Humanities & Law Research Ethics Committee have reviewed the study.

Any further inquiries use the contacts below of Main researcher Liz. Nantunda.

Liz Nantunda

Email : L.Nantunda@tees.ac.uk

- **Appendix B: Consent form**



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Business School

**A comparative study of Leader Member Exchange educational adequacy in private and Government secondary in the Central part of Uganda.**

**CONSENT FORM**

(Headteachers/Teachers/BOG)

Participant ID:

1. I confirm that:

- I am willing to take part in the above research project as volunteer participant.
- I have had my attention drawn to the guidelines for research involving human participants.
- Any questions I had about the study, or my participation in it, have been answered to my satisfaction.

2. I understand that:

- The researcher will explain the nature and purpose of each data collection session.
- I am free to withdraw from the study at any time without the need to give reason.
- I agree to my data being stored and used for purposes of publication of the study in accordance with General Data Protection Regulation and the Data Protection Act 2018

If you wish to withdraw from the study, please contact the researcher visa the indicated email quoting the ID number above.

.....

SIGNATURE (Participant) ..... Date .....

SIGNATURE (Researcher)..... Date .....

**EMAIL:** [L.Nantunda@tees.ac.uk](mailto:L.Nantunda@tees.ac.uk) **SUPERVISOR:** [Kevin Ions and Ewan Ingleby](#)

- **Appendix C: Head teacher Interview guide**



**A comparative study of Leader Member Exchange educational adequacy in private and Government secondary in the Central part of Uganda.**

**INTERVIEW GUIDE**

(Headteachers)

**Introduction**

The interview is a follow up of the completed consent form presented earlier and will take not more than an hour. This will be recorded digitally, and responses will be kept confidential. Any information provided will be used in the thesis without any trace to you or the organisation. You don't have to discuss anything you don't want to. Likewise, you can end the interview without you giving a reason. This interview is simple. I will start by asking general questions about your role, type of organisation and responsibility. Then I will commence on the specific leader member exchange questions.

**General introductory questions**

1. Briefly explain what your organisation does, your role, and responsibilities.

Is the difference perceived in the adequacy of education provided by USE and private secondary schools in the central region of Uganda empirically valid?

2. As a staff (do you mean head teacher?), have you worked in a USE or Private school?

If yes, could you explain any differences identified between the USE school and the Private school in which you worked?

3. Explain the adequacy of teaching materials available to teachers in your schools
4. Explain the adequacy of learning materials available to students in your school
5. With examples, describe the skills your school imparts to students to enable them to become productive after school
6. Explain the adequacy of time given to students to try the knowledge taught to them in classrooms into practical activities



7. Describe how satisfied you are with the adequacy of the instructional capacity available in your school.

To what extent does the exchange-relationship that typifies school leadership between superiors and head teachers explain the difference in the adequacy of education between state and private secondary schools in the central part of Uganda?

8. As a school leader, describe how supportive your relationship is with each of the following; (a) School board; (b) PTA chairperson; (c) Ministry of Education officials
9. How does the nature of the relationship between you and your superiors affect the ability of the school to provide education to students?
10. What support do you get from your superiors (Board and PTA) to facilitate your staff members to accomplish their tasks effectively?

How does the exchange-relationship created through leadership styles applied by head teachers when leading teachers explain the difference in the adequacy of education provided by USE and private secondary schools in the central part of Uganda?

11. As a school leader, briefly explain how you relate with teachers to ensure that they perform their duties as efficiently as you desire
12. As a school leader, explain whether it is possible for you to supervise teachers by teaming up with them?
13. How has your leadership relationship with teachers contributed to adequacy of education the school provides to students?

- **Appendix D: Teacher interview guide**



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## **INTERVIEW GUIDE**

(Teachers)

### **Introduction**

The interview is a follow up of the completed consent form presented earlier and will take not more than an hour. This will be recorded digitally, and responses will be kept confidential. Any information provided will be used in the thesis without any trace to you or the organisation. You don't have to discuss anything you don't want to. Likewise, you can end the interview without you giving a reason. This interview is fairly simple. I will start by asking general questions about your role, type of organisation and responsibility. Then I will commence on the specific leader member exchange questions.

### **General introductory questions**

1. Briefly explain what your organisation does, your role, and responsibilities.

Is the difference perceived in the adequacy of education provided by USE and private secondary schools in the central region of Uganda empirically valid?

2. As a teacher, have you ever worked in both a USE and Private school before? If yes, could you explain any differences between the USE school and the Private school in which you worked?
3. Explain the adequacy of teaching materials available to teachers in your schools
4. Explain the adequacy of learning materials available to students in your school
5. With examples, describe the skills your school imparts to students to enable them to put their talents to productive use after school

6. Explain the adequacy of time given to students to try out the knowledge taught to them in classrooms into practical activities
7. Describe how satisfied you are with the adequacy of the instructional facilities available in your school.

How does the exchange-relationship created through leadership styles applied by head teachers when leading teachers explain the difference in the adequacy of education provided by USE and private secondary schools in the central part of Uganda?

8. Briefly explain how your head teacher relates with teachers when supervising them to ensure that they perform their duties
9. Could you explain whether your head teacher supervises teachers as team leader?
10. How has the leadership relationship between the head teacher and teachers contributed to the adequacy of education the school provides to students?

- **Appendix E: Superior interview guide**



A comparative study of Leader Member Exchange educational adequacy in private and Government secondary in the Central part of Uganda.

## **INTERVIEW GUIDE**

(Teachers)

### **Introduction**

The interview is a follow up of the completed consent form presented earlier and will take not more than an hour. This will be recorded digitally, and responses will be kept confidential. Any information provided will be used in the thesis without any trace to you or the organisation. You don't have to discuss anything you don't want to. Likewise, you can end the interview without you giving a reason. This interview is fairly simple. I will start by asking general questions about your role, type of organisation and responsibility. Then I will commence on the specific leader member exchange questions.

### **General introductory questions**

1. Please specify whether your school is private or Government?
2. As a BOD chairperson, how would describe the nature of the relationship between you and the head teacher?
3. How does the nature of the relationship between you as a board chairperson and the head teacher affect the adequacy of education provided by the school?

- **Appendix F: Template showing the generation of codes for difference in adequate education in private and Government schools.**

| Theme   | subtheme                | subtheme          | Code   | Respondent   |
|---|-------------------------|-------------------|--|--|
| Adequacy of provided education<br><br>Private | Instructional materials | Library materials | <ul style="list-style-type: none"> <li>Fairly sufficient textbook</li> <li>Fair use of library for revision purposes</li> <li>Fair use of library for notes revision</li> <li>Adequate education</li> </ul>                | Head teacher White<br>...you find the other when the library is rich with textbooks, spacious and giving students a chance to revise using them. So, you can access the library in the connection with the notes you are going to make so you find it easier. So, such schools perform   |
|   |                         |                   | <ul style="list-style-type: none"> <li>Fair Use of library to borrow books</li> <li>Fair use of library through authorization from librarian</li> <li>Fairly sufficient library textbooks borrowed from library</li> </ul> | Head teacher Ruby<br>The learning materials depends on the kind of learning materials... for <b>instance if we want to use the library</b> , there is a process that is followed through the <b>librarian how someone could get a book</b> . For the <b>students, they have their ledgers in there they just go with their identification cards</b> and then are able to <b>get the books, the same</b> applies to the teachers. |
|   |                         |                   | <ul style="list-style-type: none"> <li>Enough library space to complete assignment</li> <li>Use of the library</li> </ul>  | Head teacher Maroon  |
|   |                         |                   | <ul style="list-style-type: none"> <li>Fairly Sufficient library textbooks</li> </ul>  | Head teacher Silver<br><br>You know some people owning this schools, have the money they can do what they want compared to the Government schools. They can buy books  |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>Fairly sufficient library textbooks</li> </ul>                         | Head teacher Orange  |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient library books provided by students</li> </ul>             | Head teacher Lemon<br>Some of the instructional resources are not enough. As a school, we are still developing our library. As of now, we don't have enough library materials. In fact, almost all the textbooks, reference materials, literary books students use are provided to them by their parents or sponsors. We ask teachers to make a list of the textbooks and reference materials students need to learn well. We then turn the list into requirements that every student should meet in order to learn effectively... this means that students rely mostly on the textbooks and references they bring |
|  |  |  | <ul style="list-style-type: none"> <li>Fairly enough library textbooks</li> </ul>                             | Teacher Violet<br>What I have seen that in private schools they provide everything, because there is that obvious competition. They would want, everything to be around. They would make sure they equip the...libraries the way they want them to be.   |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient library books through improvising photocopying</li> </ul> | Teacher Peach  |

|  |  |                     |  |   |
|--|--|---------------------|--|---|
|  |  |                     | <ul style="list-style-type: none"> <li>• Insufficient library books through sharing</li> <li>• Inadequacy in teaching</li> <li>• Some library books brought by students</li> <li>• Use of the library for assignments</li> </ul> | Teacher Plum  |
|  |  |                     | <ul style="list-style-type: none"> <li>• Some library textbooks brought by students</li> </ul>   | Teacher Pink  |
|  |  |                     | <ul style="list-style-type: none"> <li>• Insufficient science library practical books</li> </ul>   | Teacher Olive   |
|  |  |                     | <ul style="list-style-type: none"> <li>• Fairly sufficient library textbooks from students</li> <li>• Adequate provision of education</li> </ul>   | Teacher Yellow  |
|  |  |                     | <ul style="list-style-type: none"> <li>• Fairly sufficient library textbooks</li> <li>•</li> </ul>   | Teacher Purple  |
|  |  | Classroom materials | <ul style="list-style-type: none"> <li>• Fairly enough visual maps</li> <li>• Fairly enough teacher guides</li> </ul>  | <p>Head teacher Orange</p> <p>“I think in this private school I am teachers can easily access the resources they need very fast. The resources are easily accessed since am in a good school because we are looking for results resources have to be availed in case we need more text books the school partly purchases and some students are sent to bring their own.</p> |

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|  |  |            | <ul style="list-style-type: none"> <li>Fairly enough classroom materials</li> <li>Sufficient content delivery</li> </ul>                                 | Head teacher Rose<br>Our instructional resources are reasonably enough for the number of students we have. For each classroom, students have fairly enough learning aids such as visual maps and diagrams painted on classroom walls, visual objects such as the globe, charts, and study guides. In addition, our teachers are facilitated with teacher's guides, pamphlets, reference materials, geometrical shapes, and chalk they need to deliver classroom lessons. |
|  |  |            | <ul style="list-style-type: none"> <li>Fairly enough scholastic materials</li> </ul>   | Head teacher Maroon  |
|  |  | Classrooms | <ul style="list-style-type: none"> <li>Sufficient classrooms,</li> <li>Sufficient classroom seats</li> </ul>   | Head teacher Lemon<br>We have established enough instructional resources in terms of classrooms. In fact, our total enrolment is still below the available classroom space. We still need more students. In some classrooms that are meant to accommodate up to 50 students, we have less than 30. So, we still have excessive classroom capacity.   |
|  |  |            | <ul style="list-style-type: none"> <li>Sufficient classroom buildings</li> <li>Sufficient classroom space</li> <li>Sufficient classroom seats</li> </ul> | Teacher Violet<br>Our school infrastructure is more than enough, it is compared to the number of students we have. Students study in very spacious classrooms not only because they are relatively few but also because we want to be different from other schools, especially those that have   |



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|  |  |                   |  | excessive class sizes. Our policy is that every classroom should not exceed 80 students given its space [ah]. We will therefore stop enrolment more students the moment we hit that target.   |
|  |  |                   | <ul style="list-style-type: none"> <li>Sufficient classrooms buildings</li> </ul>                                    | Teacher Pink  |
|  |  |                   | <ul style="list-style-type: none"> <li>Sufficient classroom buildings</li> </ul>                                     | Teacher silver  |
|  |  |                   | <ul style="list-style-type: none"> <li>Sufficient classroom space</li> <li>Sufficient seating arrangement</li> </ul> | <p>Teacher blue</p> <p>I have had the opportunity to teach in both Government and private schools, but when we look at instructional resources, my observation is that private schools are better in terms of classroom space. Most of the Government schools have excessive class sizes – a clear indicator of lack of sufficient classroom space compared to the enrolment. However, the private schools have just enough students per classroom. It is rare to find a classroom where students are too squeezed that you cannot reach each one of them. The space inside the classroom is enough for a spacious seating arrangement and for a teacher to move around and each every student if need arises</p> |
|  |  |                   | <ul style="list-style-type: none"> <li>Sufficient classroom space</li> </ul>   | Teacher Lime  |
|  |  | Laboratory (Labs) | <ul style="list-style-type: none"> <li>Fairly equipped science labs</li> </ul>                                       | Head teacher Black  |

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|  |  |  | <ul style="list-style-type: none"> <li>Fairly enough computers stocked</li> <li>Use of demonstration in class</li> <li>Sufficient content delivery through ratio of students to computers</li> <li>Sufficient content assessment</li> </ul>  | <p>Head teacher Violet ...some of the instructional resources were stocked to a facilitated modern learning include computers. We have a computer lab and have stocked it with a good number of computers. We have not reached the adequate number of computers we need, but those we have are fairly enough. We aim at having 1:1 (one computer for one student). That is, at least 50 computers so that when a class of 50 students goes to the computer lab for a lesson, each can use a computer without sharing with others as the situation stands today. We have 30 computers, implying that some students have to share during a computer lesson. We need to stock enough computers to avoid this sharing, which actually challenges us during examinations. Students have to do a computer exam in different sessions to avoid copying each other</p> |
|  |  |  | <ul style="list-style-type: none"> <li>Fairly stocked science lab</li> <li>Fairly sufficient apparatus</li> <li>Use of the labs</li> <li>Demonstrations facilitated in labs</li> <li>Use of computers for demonstration</li> <li>Use of science labs for practical</li> <li>Use of science demonstrations</li> </ul> | <p>Head teacher Ruby we have tried our best to stock the instructional resources required to make our science lab good enough to facilitate our science teachers and students. The resources we have are fairly enough for the number of science students we have. However, we haven't reached that level at which we have the apparatus needed to set every experiment. We try</p>  |

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|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient content assessment</li> <li>• Sufficient content delivery</li> <li>•</li> </ul>   | our best to put the few apparatuses we have in the lab to effective use. We ensure that teachers use them. This is how we manage to facilitate our students to pass well, even when we do not have all the necessary lab equipment  |
|  |  |  | <ul style="list-style-type: none"> <li>• Fairly enough science equipment</li> <li>• Use of demonstration content delivery</li> </ul>  | Head teacher Orange   |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient computer use</li> <li>• Insufficient computers</li> </ul>   | Teacher Gold  |
|  |  |  | <ul style="list-style-type: none"> <li>• Fairly sufficient science equipment</li> <li>• Sufficient demonstration during science experiments</li> <li>• Use of science labs</li> </ul> | Teacher Red<br>...the school is still developing its instructional resource base. So the question of adequacy does not really apply. However, an appreciable effort has been made to stock science lab materials and equipment. These resources are quite expensive, but for a private school to have managed to stock what we see in the lab, we need to appreciate. We nearly have what we need to teach our science students. What remains is not much [ah], because this gap, we do whatever we can to put the available lab [apparatuses] and materials to the best use possible to make our students learn as much as we want them to |
|  |  |  | <ul style="list-style-type: none"> <li>• Fairly sufficient science equipment</li> </ul>   | Teacher Emerald<br>It is fairly satisfactory since they are times you can't access some of the instructional material you would   |

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|  |                            |        |   | need in the teaching and learning process may be because of financial facilitation or may be the material is scarce such as for subjects like biology that need specimens like frogs for instance. In other wards you end up postponing the learning or going against the lesson plan   |
|  |                            |        | <ul style="list-style-type: none"> <li>Fairly sufficient computer labs</li> <li>Fairly use of labs due to insufficient science materials</li> </ul> | Teacher Silver<br>...equip there are computer laboratories and so forth.  |
|  |                            |        | <ul style="list-style-type: none"> <li>Sufficient lab materials</li> </ul>  | Teacher Yellow  |
|  | Extracurricular activities | Sports | <ul style="list-style-type: none"> <li>Low engagement in sports</li> </ul>  | Head teacher Lemon<br><br>...the fact that we don't have engage in much sports, does not mean that our students don't do any extracurricular activities. We ensure that they are involved in non-sport extracurricular activities. Examples of the activities we encourage students to carry out include classroom and school debates, music, drama, comedy, art and crafts, and involvement in community service.... We encourage student participation in these activities because they can be conducted regardless of space. |
|  |                            |        | <ul style="list-style-type: none"> <li>Low engagement in sports games</li> <li>Poor sports facilities</li> </ul>                                    | Head teacher Orange   |
|  |                            |        | <ul style="list-style-type: none"> <li>Insufficient sports facilities</li> </ul>  | Teacher Pink  |

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|  |  |              | <ul style="list-style-type: none"> <li>• Low engagement in sports and games</li> </ul>  |                     |
|  |  |              | <ul style="list-style-type: none"> <li>• Insufficient sports activities</li> <li>• Some engagement in sports and games</li> </ul>   | Teacher purple      |
|  |  |              | <ul style="list-style-type: none"> <li>• Fairly sufficient sports facilities</li> <li>• No engagement in games and sports</li> </ul>  | Teacher Violet      |
|  |  |              | <ul style="list-style-type: none"> <li>• Inefficient sports grounds</li> <li>• Low engagement in sports</li> </ul>  | Head teacher Maroon |
|  |  | Non – sports | <ul style="list-style-type: none"> <li>• Sufficient student clubs</li> <li>• Sufficient engagement in community service</li> </ul>  | Head teacher Lemon  |
|  |  |              | <ul style="list-style-type: none"> <li>• Sufficient student clubs</li> <li>• Sufficient content assessment</li> </ul>   | Head teacher Maroon |
|  |  |              | <ul style="list-style-type: none"> <li>• Sufficient student clubs</li> <li>• Fair sufficient content assessment</li> </ul>  | Head teacher Orange |
|  |  |              | <ul style="list-style-type: none"> <li>• Sufficient Student Clubs</li> <li>• Sufficient content assessment</li> <li>• Limited community services</li> <li>• Insufficient teaching assessment</li> </ul> | Head teacher Rose   |
|  |  |              | <ul style="list-style-type: none"> <li>• Limited community services</li> <li>• Insufficient content assessment of skills</li> </ul>   | Head teacher Violet |
|  |  |              | <ul style="list-style-type: none"> <li>• Insufficient community service</li> <li>• Sufficient revision time</li> <li>• Sufficient content assessment</li> </ul>   | Teacher Red         |

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|  |          |                 | <ul style="list-style-type: none"> <li>• Sufficient student club</li> <li>• Sufficient teaching assessment</li> </ul>  | Teacher Peach   |
|  |          |                 | <ul style="list-style-type: none"> <li>• Sufficient student clubs</li> <li>• Fairly sufficient content assessment</li> </ul>                                 | Teacher Plum  |
|  |          |                 | <ul style="list-style-type: none"> <li>• Sufficient student clubs</li> <li>• Sufficient content assessment</li> </ul>  | Teacher Carol   |
|  |          |                 | <ul style="list-style-type: none"> <li>• Sufficient student clubs</li> <li>• Sufficient content assessment</li> <li>• Sufficient content delivery</li> </ul> | Teacher Emerald   |
|  |          |                 | <ul style="list-style-type: none"> <li>• Sufficient Student clubs</li> <li>• Sufficient content assessment</li> </ul>  | Teacher Pink  |
|  |          |                 | <ul style="list-style-type: none"> <li>• Student clubs</li> <li>• Sufficient content delivery</li> </ul>   | Teacher Lime  |
|  |          |                 | <ul style="list-style-type: none"> <li>• Sufficient community services</li> <li>• Sufficient student clubs</li> </ul>  | Teacher Yellow  |
|  |          |                 | <ul style="list-style-type: none"> <li>• </li> </ul>   |   |
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|  | Teachers | Staff recruited | <ul style="list-style-type: none"> <li>• Sufficient young teachers however they are unqualified to standard</li> <li>• Improved adequate teaching</li> </ul> | Head teacher Lemon<br>...with the growing competition for students, the resources that a strategic private school like ours emphasises having enough teachers as a source of competitive advantage. With the introduction of the USE programme, Government schools attract most of the students, but they have a challenge of not having enough teachers. So, private |

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|  |  |                 |   | schools like ours ensure that they have enough teachers as a way of convincing parents to bring their children. But maintaining all the teachers we need is very, very expensive in terms of paying their salaries. As such, we keep a reasonable number of teachers, especially those who can bear with us in case there are delays in fees and tuition payment. |
|  |  |                 | <ul style="list-style-type: none"> <li>Fairly recruited teachers</li> <li>Fairly qualified teachers</li> </ul>  | Head teacher Brown  |
|  |  |                 | <ul style="list-style-type: none"> <li>Fairly available teachers in recruiting</li> </ul>   | Head teacher Violet   |
|  |  |                 | <ul style="list-style-type: none"> <li>Sufficient staff size</li> </ul>   | Head teacher Orange   |
|  |  | Professionalism | <ul style="list-style-type: none"> <li>Fairly qualified teachers thus high training</li> </ul>  | Head teacher Maroon   |
|  |  |                 | <ul style="list-style-type: none"> <li>Fairly qualified teachers thus need training for lesson preparation</li> <li>High teacher training to meet qualification</li> <li>Adequate content delivery</li> </ul> | Teacher Yellow  |
|  |  |                 | <ul style="list-style-type: none"> <li>Fairly qualified as long as the best teacher</li> </ul>  | Head teacher Violet   |
|  |  |                 | <ul style="list-style-type: none"> <li>Insufficiently qualified teachers but talented</li> <li>Fairly sufficient teachers recruited</li> </ul>  | Head teacher Ruby<br>...the school is well stocked with resources, except in a few things. For instance, our teaching staff members are mostly people who are not qualified teachers. We really use very few professional teachers, we rely mostly on those who are talented to teach, not necessarily those  |

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|  |  |  |   | who are qualified as teachers. The unqualified talented teachers are easy to manage in terms of remuneration.  |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient use of qualified teachers</li> </ul>  | <p>Head teacher Orange</p> <p>... Instructional resources are generally fairly available, but most of our teaching staff members are not qualified teachers. Our teaching workforce is dominated by undergraduates who can juggle teaching with their tertiary studies, the best former HSC students we ask to stay and teach as they wait for their UACE exam results, and graduates who are not professional teachers but apply to join us as teacher. This is how we maintain the size of teaching staff we need. The school Director prefers using people who are not professional teachers because they accept the salary he offers more easily than professional teachers. Non-professional teachers don't have the advantage of bargaining for high salaries as qualified teachers do, thereby making themselves very expensive to maintain</p> |
|  |  |  | <ul style="list-style-type: none"> <li>Training of teachers to meet the qualification</li> </ul>  | Teacher Olive  |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient qualified staff through improvising</li> <li>Sufficient content delivery</li> </ul> | Teacher Peach  |



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|  | Teaching service | Teaching | <ul style="list-style-type: none"> <li>• Sufficient teacher regularity due to threats</li> <li>• High teaching commitment</li> </ul>  | Head teacher Bronze   |
|  |                  |          | <ul style="list-style-type: none"> <li>• Sufficient instructional time thus sufficient content delivery</li> </ul>  | Teacher Carol   |
|  |                  |          | <ul style="list-style-type: none"> <li>• Sufficient instruction time on content through lesson preparations</li> <li>• Sufficient teaching regularity meetings attendance</li> <li>• High commitment</li> </ul> | <p>Head teacher Orange</p> <p>First of all, teachers are committed, we have staff meetings at which we draw out the program for the term since here that's the norm, it depends on the subject, teachers of various subjects draw plans according to their specialize in. For instance, in case of S.3 one show what they are supposed to do for a certain term, so when the decide on what they're supposed to cover then they make a scheme, we call them scheme of work, then will be put in records of work which is the professional word "report of work". They submit their schemes of work in time, and deliver prepared lessons to students regularly. They assess students on a weekly, monthly and end of term basis and ensure that they give them corrections. This is what they want them to do and they do it with dedication. A teacher who cannot perform in this manner has no place in this school. Teaching with commitment is what we want and our</p> |

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|  |  |  |   | teachers meet our expectation on this.   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient teaching regularities through lesson planning</li> <li>• Sufficient teacher completing syllabus</li> <li>• Sufficient content delivery</li> <li>• High commitment</li> </ul>                                | Teacher Red  |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient teacher commitment through attending lessons</li> <li>• Sufficient content delivery</li> <li>• High commitment</li> <li>• Sufficient content delivery due to teachers' presence for consultation</li> </ul> | Teacher Purple   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient time on instruction of delivering content</li> <li>• Sufficient teacher commitment through teacher present for consultation</li> </ul>  | Teacher Emerald<br>I really try my best to teach faithfully [everyday]. I always prepare my lessons properly and teach them until I complete the syllabus... I assess my students' progress and make corrections after marking their homework and tests. I am willingly available for students who need to ask me about what they want to understand better. |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient teaching regularity through teachers' presence after classes</li> <li>• Improves the adequacy in teaching</li> </ul>  | Teacher Lime   |

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|  |  |                  | <ul style="list-style-type: none"> <li>• High commitment</li> </ul>   |   |
|  |  |                  | <ul style="list-style-type: none"> <li>• Sufficient instructional time on content delivered.</li> <li>• Sufficient commitment through teacher's availability after classes</li> <li>• High teacher commitment</li> </ul>            | Teacher Silver  |
|  |  |                  | <ul style="list-style-type: none"> <li>• Sufficient teaching regularities through teacher presence</li> <li>• Sufficient instructional time on content assessment commitment</li> </ul>   | Teacher Violet  |
|  |  |                  | <ul style="list-style-type: none"> <li>• Sufficient instructional time thus completing syllabus</li> <li>• Sufficient content delivery</li> </ul>   | Teacher Pear  |
|  |  |                  | <ul style="list-style-type: none"> <li>• Sufficient instruction time on content delivery</li> </ul>   | Teacher Peach   |
|  |  |                  | <ul style="list-style-type: none"> <li>• Sufficient teacher presence after classes</li> <li>• High commitment</li> <li>• Sufficient instruction time on content delivery</li> </ul>   | Teacher white   |
|  |  | Content delivery | <ul style="list-style-type: none"> <li>• Sufficient availability of teachers for consultation</li> <li>• Sufficient revision time due to sufficient resources</li> <li>• Sufficient education trips for content delivery</li> </ul> | Head teacher Lemon<br>"We are enabling all students such as putting consultation service from the teachers, because they need to cater for all the students, the very dull ones, bright ones, and you have also got slow learners, and average ones. I think our teachers are trying. Our school's climate is among the instructional resources it has. The serenity of the |

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|  |  |  |   | <p>school environment characterised by the quietness of well-planned tree shades and student parks, freshness of air, and well-maintained school lawns encourages students to study on their own by revising their notes, reading ahead of teachers, and reflecting on what they are taught in classrooms in order to internalise it.</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient content delivery through hands on practice</li> </ul>   | Head teacher Orange   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient educational trips use for content deliver for assessment</li> </ul>   | Head teacher Maroon   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient education trips for content delivery and assessment</li> </ul>  | Head teacher Rose   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient content delivery through notes</li> <li>• High teacher commitment on instructional time of delivering notes</li> <li>• Sufficient educational trips used for content delivery and assessment</li> </ul> | Teacher Emerald   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient educational trips for content delivery then assessment</li> </ul>   | Teacher White   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient education trips for content delivery then assessment</li> </ul>   | Teacher Plum  |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient instruction time on content delivered</li> </ul>  | Teacher Lime  |

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|  |  |  | <ul style="list-style-type: none"> <li>Sufficient content assessment from computer studies</li> <li>Sufficient demonstrations through science practical</li> </ul>                      |  |
|  |  |  | <ul style="list-style-type: none"> <li>Sufficient use of demonstration in content delivery</li> <li>Sufficient revision time to enable students grasp content</li> </ul>                | Teacher Olive<br>They are encouraged to study for preps which begin at around 7:00 pm for all and end at 10:00 pm in the night but A' levels sometime end up staying up to 11:00pm so that they could finish the syllabus in time for revision for the UNEB exams. Also we are available for consultation where they get problems. This has been effective too.  |
|  |  |  | <ul style="list-style-type: none"> <li>Sufficient instructional time on tests and examinations thus fairly sufficient skill assessment after school</li> </ul>                          | Teacher Pear   |
|  |  |  | <ul style="list-style-type: none"> <li>Sufficient instructional time thus completing syllabus</li> <li>High teaching commitment to finish syllabus but unproductive students</li> </ul> | Head teacher Violet<br>...so they over pump the student, because we teach night and day which is not bad since it helps us complete the syllabus There are [intense preps], morning, night of which as a teacher on duty you have to be available to supervise them. Failure to do so then your burdening others, Am not against them because we finish all the syllabus but at least if the students go out more often that will be grate to refresh their brains as well |
|  |  |  | <ul style="list-style-type: none"> <li>Sufficient revision time in the library</li> </ul>   | Teacher Carol  |

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|  |  |                    | <ul style="list-style-type: none"> <li>• Use of library for preparation for assessments</li> <li>• Sufficient educational trips for content delivery then used for assessment</li> </ul> |                    |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient revision time to improve grades</li> <li>• Sufficient instructional time on assessment but unproductive students</li> </ul>          | Teacher Red        |
|  |  | Content assessment | <ul style="list-style-type: none"> <li>• Fairly content assessment through practical</li> </ul>  | Teacher Sliver     |
|  |  |                    | <ul style="list-style-type: none"> <li>• Fair content assessment through practical skills</li> <li>• Sufficient instructional time on completing syllabus</li> </ul>                     | Teacher Emerald    |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient notes follow- up assessment</li> </ul>   | Head teacher Brown |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient notes follow-up assessment</li> </ul>  | Teacher Emerald    |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient assessment through class tests</li> </ul>  | Teacher Carol      |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient group assignment assessment</li> <li>• Sufficient classroom discussion assessment</li> </ul>   | Teacher Peach      |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient classroom experiment assessment</li> </ul>   | Teacher Lime       |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient classroom notes follow-up assessment</li> </ul>  | Teacher Violet     |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient testing assessment on content delivered</li> </ul>   | Teacher Pear       |
|  |  |                    | <ul style="list-style-type: none"> <li>• Sufficient follow up on</li> </ul>  | Teacher Olive      |

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|   |                           |         | skills<br>assessment  |  |
| Adequacy of<br>provided education<br><br>Government | Instructional<br>material | Library | <ul style="list-style-type: none"> <li>Insufficient library books through sharing</li> <li>Insufficient content delivery</li> </ul>   | Head teacher bronze  |
|   |                           |         | <ul style="list-style-type: none"> <li>Fairly sufficient library textbooks</li> </ul>   | Teacher Chocolate  |
|   |                           |         | <ul style="list-style-type: none"> <li>Enough library textbooks</li> <li>Use of the library</li> </ul>  | Teacher blue<br>We have got textbooks in the library. For instance, with the subject am teaching, their excises we give them and ask them to use the library.  |
|   |                           |         | <ul style="list-style-type: none"> <li>Inefficient use of library for assignments</li> <li>Inefficient library seats</li> <li>Insufficient library textbooks and old, shared</li> </ul> | Teacher Gold   |
|   |                           |         | <ul style="list-style-type: none"> <li>Insufficient use of library</li> <li>Insufficient seats in library</li> <li>Insufficient library structures</li> </ul>                           | Teacher Grey<br>...they say do not demand we have given you what do you do? And even when it comes to the textbooks, when they have given you textbooks, sometimes when the textbooks are too few to be used, it's for sharing<br><br>...even where the students will seat to read them is nowhere. No building, we are packed as you see in the middle of the city centre. Since most of the students are day scholars they have to go do assignments home and improvises |
|   |                           |         | <ul style="list-style-type: none"> <li>Insufficient library textbooks</li> <li>Insufficient demonstration when teaching</li> </ul>  | Teacher Apricot<br>The resources are inadequate, the text books are not enough and when not enough, such as  |

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|  |  |                     | <ul style="list-style-type: none"> <li>Insufficient library buildings</li> </ul>  | <p>me teaching English the text books are not enough, yet we want students to have access to a passage or dialogue or something else, they have no access to that meaning there so many skills they miss.</p> <p>Insufficient library space; and the building style is bungalow not flats. You don't expect to have a well structure library for the school. And learners miss out.</p>   |
|  |  |                     | <ul style="list-style-type: none"> <li>Insufficient library books</li> <li>Inefficient use of e-library</li> <li>Insufficient use of ICT on content delivery</li> <li>Inadequate teacher demonstration</li> </ul> | <p>Head teacher Black ...in our library, there no enough text books, compared to the number of students we have. Most of the textbooks in there are outdated. We don't have online library services that would have helped us get access to up to date library information for our students.</p> <p>Government has not paid attention to introducing e-library services in schools despite its emphasis on promoting the use of ICT countrywide. [Ah] students mostly rely on textbooks and reference materials they can afford to have on their own [ah] those who cannot afford remain without.</p> |
|  |  | Classroom materials | <ul style="list-style-type: none"> <li>Some scholastically materials</li> </ul>   | Teacher Chocolate   |
|  |  |                     | <ul style="list-style-type: none"> <li>Insufficient geographical globs</li> <li>Insufficient demonstration in class</li> </ul>  | <p>Teacher White</p> <p>Insufficient Government; May be, for me am a teacher of geography, you may want to teach world geography and you find you don't have</p>  |



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|  |  |           |  | a glob, a map, then some of those thing children don't know them. They base on teachers' knowledge other than the research they get from the library. So, if the school is good with all those resources then the performance of students is better than where there not.  |
|  |  |           | <ul style="list-style-type: none"> <li>• Insufficient geographical maps, biology diagrams etc.</li> <li>• Inadequate teaching</li> </ul> | <p>Head teacher Brown</p> <p>The only classroom instructional materials are the geographical maps and biological diagrams painted on classroom walls, and teachers' guides. Others such as geometrical shapes are missing. Because of excessive class sizes, even the available study guides for students are critically inadequate. The school does not have enough portable maps, photographs, colored chalk, soft boards, and other materials which students need as classroom learning aids.</p> |
|  |  | Classroom | <ul style="list-style-type: none"> <li>• 'Fairly enough seats</li> <li>• Insufficient classroom buildings</li> </ul>                     | <p>Teacher Stripes</p> <p>...the Government has really tried to provide. For instance, for example, furniture, in this organisation we have more than needed. Then this particularly this school, but elsewhere, I don't know, for this institution here as far as furniture is concerned we have</p>  |
|  |  |           | <ul style="list-style-type: none"> <li>• Insufficient classroom space</li> <li>• Insufficient seating arrangement</li> </ul>             | Teacher Blue   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient classroom buildings</li> <li>• Insufficient seating capacity</li> <li>• Insufficient content delivery teaching</li> </ul>         | <p>Teacher Apricot ...the adequacy of resources especially Government schools is [very limited], for example here, there many students, so many, and when you look at the number of structures there not enough, you can't imagine we have got a number 150 in a class! A single stream, and one teacher is going to teach a stream of 150 students, and you can imagine what it means to the teacher...Hmmm it becomes difficult to control the class, it becomes very difficult to use good methods such group methods since where there seated you cannot have a way to reach them, they have nowhere to pass. So you can't use such good methods instead we use the old method of lecturing. This lecture method of teaching, the students don't get enough, and so they will go to the cram work system. This cram work system is not going to benefit anyone because it doesn't create critical thinking.</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient classroom space</li> <li>• Insufficient classroom seating capacity</li> <li>• Insufficient demonstration when teaching</li> </ul> | Teacher Lime  |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient classroom building</li> <li>• Inefficient content delivery without demonstrations</li> </ul>                                      | Teacher Cooper  |

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|  |  |                     | <ul style="list-style-type: none"> <li>• Insufficient classroom seating capacity</li> <li>• Insufficient content delivery due to insufficient resources when teaching</li> </ul>                                       | Teacher Amber  |
|  |  |                     | <ul style="list-style-type: none"> <li>• Insufficient classroom buildings</li> <li>• Insufficient seating capacity</li> </ul>  | Teacher Grey   |
|  |  |                     | <ul style="list-style-type: none"> <li>• Insufficient classroom seats</li> <li>• Inadequate teacher content delivery</li> </ul>  | Head teacher Black   |
|  |  | Laboratories (Labs) | <ul style="list-style-type: none"> <li>• Sufficient science equipment from Government</li> <li>• Sufficient science labs</li> <li>• Insufficient computers</li> <li>• Insufficient computer space and seats</li> </ul> | <p>Head teacher Black ...there is a distinguished difference between the leaners and the materials position, and usage in the Government schools. An example is based on computers, which become a compulsory subject to teach in all schools, but most of [Government schools] have no access to such gargets. On top of that schools have to sacrifices space to create the computer labs themselves</p> <p>Government on the other side has done a great deal in supporting their institutions to manage well the science based to manage the labs in laboratory facilities. They introduced the computers and they have managed to build the relevant facilities in the school</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient science equipment from Government</li> <li>• Fairly sufficient use of science labs</li> </ul>  | <p>Head teacher Bronze</p> <p>“When it comes to the equipment used in practical subjects those we try to provide, being a Government school we find that the students are not allowed to pay, so it is that Government which gives us the money for ordinary level they give us Shs.40, 000/- per child per term which is little for budgeting. Even for the advance level students we get Shs.80, 000/- per child per term, so such moneys is very little but we try to utilize that money to buy especially the science material practicals so that once we need to use the materials at least our lab is well equipped</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient science kits from Government</li> <li>• Insufficient use of ICT labs</li> <li>• Insufficient demonstrations due to lack of use of computers</li> </ul> | <p>Head teacher Brown</p> <p>Actually, in some Government schools there lots of materials and in some private schools they are there, because some of the private schools that I have taught, they feel like some of these materials are expensive. For instance the Government has a policy of distributing learning materials, to schools. Even other like science kits, like this school received two science kits</p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient stocked science labs with apparatus</li> </ul>   | <p>Head teacher Blush</p> <p>- ...more than one Government secondary school, and I know for sure that all of them are well-stocked with adequate instructional materials and equipment in their laboratories. These</p>   |

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|  |  |  |   | schools have the apparatus required to teacher all the science subjects, ah, I mean the traditional science subjects, like chemistry, biology and physics.  |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient content delivery without demonstration</li> <li>• Inadequate teaching</li> </ul>  | Head teacher Orange<br>“Unlike in a USE school where students are so many, and <b>resources are not that available</b> . For instance, in practical subjects the teacher has got to only <b>demonstrate so skills are not fully developed</b> compared to the counterparts in private schools   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient lab equipment</li> <li>• Inefficient use of science equipment</li> <li>• Insufficient demonstrations in science practical subjects</li> </ul> | Teacher Blue<br>It is very sad the schools are really given laboratories and what you find them vandalised. I know of a school, it has enough laboratory apparatus. All the equipment students need to study physics, chemistry and biology are stocked. However, most of the equipment is not used to teach students and facilitate learning as expected either because the necessary reagents, chemicals or consumables are not often available or because teachers do not to set up the necessary experiments for students |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient computers labs</li> <li>• Insufficient demonstrations in labs</li> <li>• Insufficient science equipment</li> </ul>                          | Teacher Lime  |

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|  |                            |        | <ul style="list-style-type: none"> <li>Inadequate content delivery without demonstrations</li> </ul>   |  |
|  |                            |        | <ul style="list-style-type: none"> <li>Fairly sufficient science equipment</li> <li>Sufficient labs</li> <li>Inefficient use of the lab equipment</li> <li>Insufficient computers, old, broken</li> <li>Insufficient computer demonstration teaching</li> <li>Insufficient computer use</li> </ul> | <p>Teacher Stripes</p> <p>Because the Government can provide other, as referred to as equipment, like for instance lab; apparatus, and we don't have where to keep such. The apparatus, those are kept in boxes and sometimes they get spoilt. Even some time you have nowhere to keep the chemicals</p> <p>If there are any instructional resources most of the Government schools I know of do not have as desired, computers are at the top the list. Government schools do not have enough computers. The situation is very bad. About 5-10 students use one computer during computer lessons. In addition, the few available computers are not well-maintained. They work inefficiently, slowly and sometimes, fail to start. The keyboards are in a poor state. Some keys do not work, some dropped off the keyboard. The desktops are very old, and most of the PCs are installed with old versions of Microsoft word, Microsoft excel, etc</p> |
|  |                            |        | <ul style="list-style-type: none"> <li>Fairly sufficient science materials</li> </ul>  | Teacher Coffee   |
|  | Extracurricular activities | Sports | <ul style="list-style-type: none"> <li>Enough sports ground</li> <li>Insufficient use of the ground</li> </ul>   | Head teacher black .....given the available sports fields or pitches, our emphasis is often on   |

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|  |  |  |  | <p>encouraging student involvement in sports and games so they can gain sports skills, and also be able to compete in the regional and national sports and games competitions for secondary schools...However, the stiff academic competition among schools makes it increasingly difficult to promote sports and games at the expense of curricular activities... getting the right sports tutors is also another challenge... we end up not doing enough as far as encouraging sports-related extracurricular activities is concerned.</p>                 |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient sports games and sports</li> <li>• Engagement in games and sports</li> </ul>               | Head teacher Blush   |
|  |  |  | <ul style="list-style-type: none"> <li>• Sufficient sports grounds</li> <li>• Fairly sufficient use of the sports grounds for games</li> </ul> | <p>Teacher Pear</p> <p>When it comes to life after school the opposite is true [Government better than private] you find someone from the Government school more effective than students from private school. They have more skills than in private setting because of one reason the private sector is basically looking at the private bit of it. But in a Government setting students go for games and sports, they have facilities. They have play grounds. They have external funding from the Government, to develop a student mentally physically</p> |

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|  |  |            |   | and academically which may not be the case in the private sector.  |
|  |  |            | <ul style="list-style-type: none"> <li>• Sufficient games and sports</li> </ul>   | Teacher Blue   |
|  |  |            | <ul style="list-style-type: none"> <li>• Sufficient sports</li> <li>• Insufficient engagement in the sports and games</li> </ul>  | Teacher Chocolate  |
|  |  |            | <ul style="list-style-type: none"> <li>• Sufficient sports and games</li> <li>• Fair engagement in sports</li> </ul>  | Teacher coffee   |
|  |  |            | <ul style="list-style-type: none"> <li>• Fairly sufficient sports equipment</li> <li>• Insufficient engagement in the games</li> </ul>  | Teacher Grey   |
|  |  |            | <ul style="list-style-type: none"> <li>• Sufficient sports and games</li> <li>• Fair engagement in sports</li> </ul>  | Teacher Gold   |
|  |  |            | <ul style="list-style-type: none"> <li>• Insufficient sports grounds</li> <li>• Fairly sufficient engagement in games</li> </ul>  | Teacher Apricot  |
|  |  |            | <ul style="list-style-type: none"> <li>• Sufficient sports grounds</li> <li>• Insufficiently use of the sports grounds</li> <li>• Insufficient engagement in sports games</li> </ul>                        | Teacher Amber  |
|  |  |            | <ul style="list-style-type: none"> <li>• Sufficient sports games</li> <li>• Fairly sufficient use of games</li> <li>• Fairly sufficient sports rounds</li> <li>• Fairly exposure to sports games</li> </ul> | Teacher Bronze<br>“And when it comes to co-curricular activities, then what we need for that are balls, at least we provide so that students are exposed so skills as far as am concerned. |
|  |  | Non-sports | <ul style="list-style-type: none"> <li>• Fairly sufficient student clubs</li> <li>• Some content assessment from skills</li> </ul>  | Head teacher Blush   |



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|  |          |                 | <ul style="list-style-type: none"> <li>Fairly sufficient community services</li> </ul>  | Teacher Pear  |
|  |          |                 | <ul style="list-style-type: none"> <li>Fairly sufficient student clubs</li> </ul>   | Teacher Blue  |
|  |          |                 | <ul style="list-style-type: none"> <li>Fairly sufficient student club</li> </ul>  | Teacher Coffee  |
|  | Teachers | Staff recruited | <ul style="list-style-type: none"> <li>Insufficient teachers</li> <li>Insufficient content delivery of low student engagement</li> </ul>        | Head teacher Bronze<br>Definitely, like all other USE [Universal Secondary Education] schools, ours does not have enough teachers compared to the size of enrolment. We have very few teachers but very many students. So, our teacher-student ratio is about 1:150. This is definitely much higher than the recommended size of about 35-40 students per teacher   |
|  |          |                 | <ul style="list-style-type: none"> <li>Fairly sufficient science teachers</li> </ul>  | Head teacher Brown  |
|  |          |                 | <ul style="list-style-type: none"> <li>Insufficient staff</li> </ul>  | Head teacher Black  |
|  |          | Professionalism | <ul style="list-style-type: none"> <li>Sufficient use of qualified staff through training</li> <li>Low commitment due to absenteeism</li> </ul> | Head teacher Black<br>“We do not really have all the instructional resources we need to teach our students as we desire, but we have some. For instance, we do not have enough teachers, but those we have are all qualified. In fact, just as the case should be in any Government school, all the teachers formally employed to work here, I mean those on Government payroll, are all qualified teachers. The few who are yet to qualify are student teachers doing their teaching practice. |

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|  |                  |          |   | But I don't count these ones because they are with us temporarily, ah, they have to go back to university to graduate as qualified teachers  |
|  |                  |          | <ul style="list-style-type: none"> <li>Sufficient use of qualified teachers through lesson planning</li> </ul>  | Head teacher Bronze  |
|  |                  |          | <ul style="list-style-type: none"> <li>Sufficient use of qualified teachers through scheming</li> </ul>   | Head teacher Blush<br>...they are posted by the Government   |
|  |                  |          | <ul style="list-style-type: none"> <li>Sufficient use of qualified teachers through scheming</li> </ul>   | Teacher Amber  |
|  |                  |          | <ul style="list-style-type: none"> <li>Sufficient use of qualified teachers through scheming</li> </ul>   | Teacher Chocolate  |
|  |                  |          | <ul style="list-style-type: none"> <li>Sufficient use of qualified teachers through training</li> </ul>   | Teacher Copper   |
|  | Teaching service | Teaching | <ul style="list-style-type: none"> <li>Fairly sufficient teacher instructional time of content delivery</li> <li>Fairly sufficient time to interact with after classes</li> </ul> | Teacher Blue   |
|  |                  |          | <ul style="list-style-type: none"> <li>Fairly committed instructional time to content delivery teaching</li> </ul>  | Teacher Amber  |
|  |                  |          | <ul style="list-style-type: none"> <li>Low commitment due to limited instructional time on content delivery</li> </ul>  | Teacher Coffee   |
|  |                  |          | <ul style="list-style-type: none"> <li>Low commitment due to limited instruction time on teaching</li> <li>Fairly committed teachers' presence after classes but</li> </ul>       | Teacher Apricot<br>"Hmmm it becomes difficult to control the class, it becomes very difficult to use good methods such group methods since where there seated you cannot have a way to reach them, they have nowhere |

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|  |  |  | unavailable students   | to pass. So you can't use such good methods instead we use the old method of lecturing. This lecture method of teaching, the students don't get enough, and so they will go to the cram work system. This cram work system is not going to benefit anyone because it doesn't create critical thinking.   |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient instruction time in content delivery</li> <li>• Low commitment due to teacher's absenteeism after classes</li> </ul>   | Teacher Chocolate  |
|  |  |  | <ul style="list-style-type: none"> <li>• Low commitment due to teaching irregularities in content delivery</li> </ul>  | Teacher Blue   |
|  |  |  | <ul style="list-style-type: none"> <li>• Insufficient instruction time due to lack of instructional materials</li> <li>• Fairly sufficient teachers' presence after classes</li> </ul>   | Teacher Gold   |
|  |  |  | <ul style="list-style-type: none"> <li>• Low commitment due to teacher's absenteeism after classes</li> <li>• Low commitment due to low student interaction</li> <li>• Low commitment due to insufficient interaction space with students</li> </ul> | Teacher Grey<br>Yes, I try my best to be available within the stipulated time [ah] but this does not happen always because I have other commitments. In fact, even when one is willing to spend all the working time at school helping students with their academic needs, it tends to be difficult, especially in our USE schools. The poor pay, hmm, poor working conditions and excessive class sizes in these schools make us work [unenthusiastically], |

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|  |  |                  |   | and the earlier one gets out of these working conditions after teaching the mandatory lessons the better.   |
|  |  |                  | <ul style="list-style-type: none"> <li>• Low teaching commitment due unavailable resource to deliver content</li> <li>• Low commitment due to teachers absenteeism after class</li> </ul>   | Teacher Cooper  |
|  |  |                  | <ul style="list-style-type: none"> <li>• Insufficient teaching time of content delivered to students</li> <li>• Low commitment due teachers' absenteeism after classes</li> </ul>   | Head teacher Bronze<br>The time on task is little, you find a teacher coming once a week to teach, come on there is no way you will find the student competing with their counterparts in private schools, where the teachers are always there. |
|  |  |                  | <ul style="list-style-type: none"> <li>• Insufficient teaching time of content delivery</li> <li>• Inadequate teaching</li> <li>• Low commitment due to low teaching regularities</li> <li>• Low commitment due to teachers' absenteeism after classes</li> </ul> | Head teacher Brown  |
|  |  |                  | <ul style="list-style-type: none"> <li>• Low commitment due to assured payment</li> </ul>   | Teacher Lime  |
|  |  | Content delivery | <ul style="list-style-type: none"> <li>• Fairly sufficient content delivery through computer practical</li> </ul>   | Head teacher Blush  |
|  |  |                  | <ul style="list-style-type: none"> <li>• Fairly sufficient content delivery due to content</li> </ul>   | Teacher Pear  |

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|  |  |  | assessment skills obtained   |   |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient demonstration in content delivery of science experiments thus low continuous assessment</li> </ul>                             | Head teacher Bronze   |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient on instructional time thus incomplete syllabus</li> <li>Insufficient teachers' presence after classes</li> </ul>               | Head teacher Blue   |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient revision time due to limited library space</li> <li>Insufficient quality content delivery due to limited classrooms</li> </ul> | Teacher Lime<br>most of the Government schools under USE are so crowded that their students find it difficult to engage in private revision or reading within their compounds. They don't offer the kind of environment that encourages students to read privately as students are everywhere due to their excessive numbers. |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient content delivery due to low commitment from teachers' absenteeism after classes</li> </ul>                                     | Teacher Chocolate   |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient demonstration thus insufficient continuous assessment</li> </ul>   | Head teacher Orange   |
|  |  |  | <ul style="list-style-type: none"> <li>Fairly sufficient values and skills through diverse learning</li> </ul>   | Teacher Gold  |

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|  |  |                       | <ul style="list-style-type: none"> <li>Fairly sufficient content delivery due to interaction during lessons</li> <li>Fairly sufficient content delivery through marking notes thus ready for assessment for tests</li> </ul> | Teacher Amber      |
|  |  |                       | <ul style="list-style-type: none"> <li>Fairly sufficient content delivery through classroom assessment values</li> </ul>   | Teacher Chocolate  |
|  |  |                       | <ul style="list-style-type: none"> <li>Insufficient content delivery due to limited demonstration</li> </ul>   | Head teacher Brown |
|  |  | Continuous assessment | <ul style="list-style-type: none"> <li>Insufficient continuous science assessment due to limited instructional time on teaching</li> <li>Insufficient continuous skill assessment due to lack of resources</li> </ul>        | Head teacher brown |
|  |  |                       | <ul style="list-style-type: none"> <li>Insufficient continuous assessment in class due to limited classroom space</li> <li>Insufficient content delivery due to insufficient library materials thus cram work</li> </ul>     | Teacher Apricot    |
|  |  |                       | <ul style="list-style-type: none"> <li>Fairly sufficient content delivery due to sufficient continuous assessment skills after school</li> </ul>   | Teacher Pear       |

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|  |  |  | <ul style="list-style-type: none"> <li>Insufficient skill continuous assessment due to limited library material</li> </ul> | Teacher Apricot |
|  |  |  | <ul style="list-style-type: none"> <li>Insufficient continuous skills assessed after school</li> </ul>                     | Teacher Coffee  |

• **Appendix G: Template showing the comparison of the LMX quality in the leadership styles used by head teachers, and its influence on the provided education**

| Theme  | subtheme             | subtheme                       | Code  | Respondent  |
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| Positive effect of head teacher-teacher exchange relationship on adequacy of provided education in Private | Directive democratic | Active task-oriented listening | <ul style="list-style-type: none"> <li>• H/M Strict supervision through follow ups on teacher classroom attendance</li> <li>• Strict supervision through timely and delivery lesson attendance of teacher</li> <li>• Superior amenable to teacher time to be supervised</li> <li>• Supervisor agreeable to the suggestive of lesson time delivery</li> <li>• H/M amendable ensure teacher performance</li> <li>• Teacher felt democracy due to H/M willingness to use a sign in teacher attendance for lessons</li> <li>• Sign in attendance Ensures task performance of</li> </ul> | <p>Teacher Peach</p> <p>If you're <b>informed</b> that the <b>supervisor is coming</b> obviously you need to prepare so that you <b>don't look inefficient</b> before your students and the head teacher. It also makes our job better, because for instance if they say you <b>supervisor is coming</b> or is <b>showing up at 7:00am</b> you can't come at 7:30am that <b>is exemplifying your punctuality</b>. The <b>quality</b> you are dispensing will be different. Given like a supervisor coming to your English class <b>you have to find sometimes to prepare</b>. Like I need to prepare better. In class when supervision takes places, there <b>supervision forms</b> used <b>entrusted by student leader presidents</b>. They record the time you enter and need to append your signature. They are monitoring if you're attending. And if you don't sign they are monitoring these supervision forms <b>or supervision lesson papers daily</b>, then there is no way you can convince people that you have worked. <b>I feel like this is democracy</b>, where you are told what to expect. And if he <b>asks for your suggestions</b> of how you will do it, and what you will <b>need</b></p> |



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|  |  |  |  | <p><b>to do it so that you deliver the expected results. You discuss the modalities.</b> When you say weekly tests are too close and <b>you suggest doing</b> them fortnightly, <b>he will agree and supervise</b> you as you <b>implement everything</b> you have <b>agreed</b>. He comes to <b>advise or correct</b> you when he deems it fit.</p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M strict supervision through unilateral dismissal</li> <li>• H/M strict supervision through intimidations</li> <li>• Demoralised teacher performance from discouraging feedback</li> <li>• Demoralised performance through continuous intimidation</li> </ul> | <p>Teacher Carol<br/>May be to elaborate more, of course, I don't say that our head is bad but, <b>I feel like it's overboard.</b> How, you <b>work harder to please him and avoid his discouraging</b> comments, <b>demonising feedback and threats.</b> You also work harder to avoid being <b>unilaterally dismissed.</b> Before you <b>get used the threats you have to perform.</b> But the situation changes as you get <b>used to the</b></p> |

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|  |  |  |   | <p><b>bullying, insults and the dismissal threats, which he doesn't implement</b> anyway. Any way I think at times it's us who are not doing enough...</p>  |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M strict supervision through review of goals and objectives</li> <li>• H/M strict supervision through discussing work issues mainly</li> <li>• Strict extended working hour</li> <li>• Longer working hours demoralized teachers' performance</li> </ul> | <p>Teacher Emerald<br/>This way of doing things ensure quality control where teachers are evaluated annually. The teachers are guided since they are made aware of the clear goals and objectives of the head teacher in line with the school aims. To be specific, head teacher discusses the work allocated to us with us is not so much about the humane aspects of it. It is totally about how best the work itself can be accomplished without any regard to social lives. We are supposed to work for eight hours a day, but the lessons allocated to us requires us to teach for 12 hours a day from Monday to Friday, and a half day (six hours on Saturday). This is a bit overdone, quite demoralising we have little time with families.</p> |

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|  | Permissive democracy | Amenable and responsive to teacher ideas | <ul style="list-style-type: none"> <li>• Two-way communication though motoring</li> <li>• H/M willing to work together with teachers on tasks</li> <li>• H/M maintaining positive attitude toward teachers' ideas</li> <li>• Responsive to suggestions</li> <li>• Encourages willingness to perform with H/M positive attitude</li> </ul>   | <p>Head teacher Lemon</p> <p>To remove intrigue, to remove the stigma, to remove the scary, you know ... you try to mentor people, actually I <b>mentor teachers to accept there must be a leader</b> and there also must be those who are lead. And we must <b>work together even if someone is questioning</b> you, or reprimanding you on something. Have a <b>positive attitude, this has helped me.</b> ... The <b>issue of ruling</b> is out in this institution. At least in this particular school it is <b>leadership</b> that makes <b>people comfortable</b>. You know you can <b>push people to do something without them knowing</b> you are pushing them because you they <b>are your friend.</b></p> |
|  |                      |  | <ul style="list-style-type: none"> <li>• Warm communication</li> <li>• Two-way communication through meeting</li> <li>• H/M amenableness during conversations</li> <li>• H/M willingness to involve teachers in decision making</li> <li>• H/M amenableness to listen to teachers ideas and responds</li> <li>• Encourages willingness to perform when it is permissive</li> <li>• H/M giving latitude to teachers carry out the task.</li> </ul> | <p>Teacher Plum</p> <p>yes of course through meetings she <b>follows up to access the appointed duties</b> within a stipulated time frame. As far as I know, the head teacher very <b>open, free and conversational</b> with staff members. He <b>involves us in determining how best to ensure that the school performs</b> well and listens to any idea you suggest. He <b>gives you time to explain how the idea can work and leaves you satisfied</b> with the <b>decision</b>, even if he does not take the idea. When <b>you convince him about how it can improve the school, he embraces it and shares it</b> with other</p>  |

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|  |  |  |  | <p>staff members, especially those expected to implement it. He gives them and you a <b>chance to implement the idea and waits for the results</b>, which he <b>rewards you</b> when they bear fruits.</p>  |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M encouraging of a warm working environment</li> <li>• H/M warm working environment encourages performance</li> </ul>   | <p>Head teacher Lemon<br/>As an individual this what I always do when I join an institution. Three quarters of the day I am at a place of work, I would like to enter the gate to a warm environment. So I normally tend to <b>influence everyone to enjoy the warm environment</b></p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M amenable in involving teachers in decision making</li> <li>• H/M assertiveness in supervision</li> <li>• Two-way communication through meetings</li> <li>• Two-way communication through consultation</li> <li>• Responsive to suggestions of facilitating teaching</li> <li>• H/M amendable to giving latitude for teachers to teach</li> <li>• Encourages willingness to perform</li> </ul> | <p>Teacher Emerald<br/>The head teacher is assertive and definitely will follow through. She involves us in the making of decisions necessary for the school to function in an ever-improving way. He holds meetings either on a one-to-one or general basis to let us participate in deciding how we should work in order to make the school perform better in terms of delivering desired educational outcomes. He usually calls us to discuss, and after agreeing on how much we should each teach, he facilitates us with the necessary</p> |

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|  |               |                         |   | teaching resources and allows latitude to teach as agreed, but continues to be available for consultation in case need arises.   |
|  | Collaborative | High mutual involvement | <ul style="list-style-type: none"> <li>• Two-way communication through discussion about requisitions</li> <li>• H/M two-way teamwork based trust which encourages teacher performance</li> <li>• H/M two-way communication on individual basis support</li> </ul> | <p>Head teacher Orange</p> <p>To the staff members I have been supportive, in fact in this particular institution where you have come you would hardly <b>know who is the head teacher and all, we are like colleagues or a team.</b> Actually, people have a nick name for me as mama something. So, when they come to you sometimes on a <b>personal basis you have to be supportive</b> as you can. That is on a personal basis. But in terms of line of their jobs, you make sure for instance their requisitions are honored. Or <b>invite them to discuss about the requisition</b> and negotiate to cut down on the expenses. I think the relationship is okay.</p> |
|  |               |                         | <ul style="list-style-type: none"> <li>• Encouraged teamwork performance</li> <li>• Two-way communication based on trusted teamwork</li> <li>• Encourages performance</li> </ul> <p>H/M involved in the teaching process to encouraged performance</p>            | <p>Head teacher Rose</p> <p>So, if you talk of handling them as you an individual just know for sure at a certain stage you must fail. Therefore, teamwork is very important. There so many things that you cannot do as an individual you need</p>  |

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|  |                  |                             |  | to get other colleagues to help you. That is why teamwork is very important. And if the work is to move on swiftly you must be part of the whole learning of the institution, all the changes that come as part of the institution...   |
|  |                  |                             | <ul style="list-style-type: none"> <li>Two-way communication through departmental meeting through listen to teachers' ideas</li> <li>H/M involved through monitoring lessons</li> <li>H/M two-way communication through teamwork encouraged performance</li> </ul> | <p>Teacher Olive</p> <p>And two we supervisors we don't seat to only receive record instead <b>we go to the ground and work with them</b> where need to be we have to attend the <b>class where a teacher is teaching and observe</b> so that we correct and support. In <b>fact, we ensure that we welcome their ideals</b> such as <b>inviting the head of department or class teacher</b> and combined output. Even with our [head teacher] we <b>cooperate and work as a team for good end results</b> as a school.</p> |
|  |                  |                             | <ul style="list-style-type: none"> <li>Encouraged teamwork</li> <li>H/M two-way communication based on trusted teamwork</li> <li>Encourages performance to achieve objectives and aims</li> </ul>  | <p>Teacher Plum</p> <p>The <b>relationship of the head teacher ensures teamwork</b> which has helped the leaners to acquire the <b>objective and aims</b> of the leaner's education. There is <b>trust built</b> so that we work when there is <b>[no friction]</b></p>   |
|  | Transformational | Inspirational and rewarding | <ul style="list-style-type: none"> <li>H/M Individualized performance due to changing demand</li> <li>H/M individualized performance due to situations</li> </ul>  | <p>Head teacher Rose</p> <p>The difference actually in a private school <b>leadership keeps on changing, according to the changing demands of clients, the changing trends</b> in</p>   |

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|  |  |  | <ul style="list-style-type: none"> <li>Inspirational through intolerance to static thinking</li> </ul>   | <p>the education settings etc. ...<br/>...private institution you come to find you're in a <b>situation where you will keep on crossing</b> from one office or area to another depending on the demands of the day and the <b>changing trends</b> around you, so you can't say that this is supposed to be done by the head teacher when you are the <b>man at that spot you can assume</b> any responsibility around. I don't <b>tolerate static thinking</b>. That is the biggest difference.</p>  |
|  |  |  | <ul style="list-style-type: none"> <li>HM individual approach</li> <li>HM/ inspiring through participation</li> <li>HM inspired genuine communication of mission</li> <li>HM inspired clear communication of expectations</li> <li>Encouraged high performance out of inspired loyalty.</li> </ul> | <p>The head teacher uses a highly <b>individualised approach</b> that inspires us to willingly participate in developing the school. He does this by <b>genuinely communicating</b> the school's vision and mission in a very articulate manner, <b>explaining what we need to do</b>, and challenging us to suggest ideas about how the school can grow and become the best it can be. He <b>welcomes any good or workable ideas</b> and takes the risk of implementing them in a calculated way. The way he <b>packages his message makes you feel</b> that you need to participate in order to become a part of the <b>imminent positive change in the school</b>. (Private teacher Red).</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>• H/M genial communication allowing teachers to acquire school roles</li> <li>• Inspired task allocated encourages performance</li> </ul>          | <p>Teacher Plum<br/>...private schools, <b>we actually try, saying this in the capacity</b> of deputy, we try to have this form of administration where by <b>everybody that's up to a teaching level</b> that you're an administrator <b>in one way or another, so we get information</b> from them. ... Yet here we look at the need and <b>then we improvise and get an office and</b> then we see how can move on.</p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior genial to all</li> <li>• Superior inspirational communication</li> <li>• Teacher feels encouraged to performed</li> </ul>               | <p>Head teacher Purple<br/>I am trying to talk about the head teacher, the <b>head teacher tries to of course bring us together</b> as a team, he tries to show us the positivity, definitely try to tell us to <b>eliminate the negativities</b> in live. May be to <b>say I do away with people who try to be negative in life.</b> Or all those to pull us down, so is him as a leader who is good. Whenever there is a <b>problem, he is kind who will come down and find out the truth</b> about it and then will draw conclusions later.</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior Individualized teacher performance</li> <li>• Superior Inspired communication</li> <li>• Inspired ever improving performance</li> </ul> | <p>Teacher Plum<br/>The way the <b>head teacher treats us encourages us to work harder</b>, often going an <b>extra mile</b> for the sake of making the <b>school move forward</b> and bringing a smile on his face. In fact, the way the teachers do their work is in most cases in <b>reciprocation of what the head teachers does</b> for them. Imagine</p>   |



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|  |               |   |  | <p><b>someone who treats you as if he is in your shoes. He is an inspiring person you <b>can't</b> afford to disappoint by <b>performing below ....</b></b></p>   |
|  | Paternalistic | Directive expecting automatic obedience from non-confidants | <ul style="list-style-type: none"> <li>• Supremacy discrimination against</li> <li>• Except a few confidants</li> <li>• Low trust in non-confidants</li> <li>• Issued threats cause high performance</li> </ul>                              | <p>Teacher Silver<br/>The relationship I have with [him] as a teacher is a bit segregationally, for some of us that are still below his age he tends to you know [ah], this is an individual business and then, one plays the role of being the head and director, I mean He assigns most of the teachers all the lessons and other school duties as he pleases without consulting us, and expects you to automatically teach all the lessons without any question. He respects a few teachers who are almost his age, and they are the only ones he can confide in, discuss with and listen to. He discriminates against some of us, leaves us out of decision making and treats us as mere implementers of his decisions.</p> |
|  |               |   | <ul style="list-style-type: none"> <li>• Expects execution of directives</li> <li>• Supremacy overall ordering</li> <li>• Supremacy discrimination</li> <li>• Issuing of threats of warning</li> </ul> <p>Performance due to out of fear</p> | <p>Teacher White<br/>In schools where there is <b>strict supervision with precise directives</b>, in most cases you find teachers are there <b>on time except for a few who are above his age who cannot submit to his commands</b>, otherwise, the rest of us do their work. There is no late coming, or else a <b>warning call maybe used</b>. So, I <b>believe we perform</b> or staff work.</p>   |

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| Negative effect of head teacher-teacher exchange relationship on adequacy of provided education in Private | Autocratic | Absolutely dictatorial | <ul style="list-style-type: none"> <li>• Dictatorship communication</li> <li>• Task-minded with assigning duties</li> <li>• Listens to nobody</li> <li>• Superior threatened performance</li> </ul>                                 | Teacher Violet<br>...people that are owning the school would want to have an upper hand in everything. They take on most of the responsibilities. They would want like hands on everything, so in most cases we are left out and we are not allowed to practise what we are supposed to do as we expect things are done. For instance, they tend not to listen communicate arrogantly and they tend not to trust easily. Matters arising not related to performance, may make you look bad. Just know its total assigning of duties and once you fail then try somewhere else |
|  |            |                        | <ul style="list-style-type: none"> <li>• Superior dictatorship relationship</li> <li>• Superior issue of threats task minded</li> <li>• Superior commanding communication</li> <li>• Superior dictatorship communication</li> </ul> | Teacher Grey<br>...I have never worked under a head teacher who is as dictatorial as now. He has this tendency of telling us that anyone who fails to do their work has no place in his school. You sometimes wonder about what to do with his commanding approach bent on ensuring that things are [sigh] of the working conditions and our personal health conditions. In brief, he wants you to listen to his instructions, do what they say without questioning, or you will be subjected to all forms of you know.   |
|  |            |                        | <ul style="list-style-type: none"> <li>• Superior dictatorship communication</li> <li>• High performance out of fear</li> </ul>   | Head teacher Brown<br>I also need to indicate that there is work being done, at times <b>I have to dictate</b> . You know   |

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|   |                       |                          | <ul style="list-style-type: none"> <li>Diminishing teacher performance</li> </ul>   | <p>people at <b>times dislike work but</b> some <b>push could get them to do some work</b>, when not strict in some circumstances teachers <b>relax more</b>, otherwise you have to <b>use tactics as well to make them produce results</b>.</p>  |
|   |                       |                          | <ul style="list-style-type: none"> <li>Teacher performance out of fear, diminishing as due to weary of threats</li> <li>Superior threatening communication</li> <li>Teacher feels not listened to</li> </ul>  | <p>Teacher Silver<br/>For [you know], <b>sometimes you work out of fear</b>. I love teaching and I believe it is my calling, but the head teacher's <b>treatment is demoralising</b>. You don't perform to your best because instead of being <b>appreciated, all you get is pointing out negatives</b> about what you have not done right and <b>backing at</b> you... as a way of saying this is what you <b>should have done....</b>, but all this <b>makes you develop fear</b>, which dampens your <b>willingness to perform to your best</b>.</p> |
| Positive effect of head teacher-teacher exchange relationship on adequacy of provided education in Government | Permissive autocratic | Benevolently dictatorial | <ul style="list-style-type: none"> <li>H/M friendly dictatorship in role assignment.</li> <li>H/M strict supervision of decree once teacher fails</li> <li>H/M coercive communication of issuing warnings</li> <li>H/M authoritative communication</li> </ul> | <p>Teacher Pear<br/>Here it's more of authoritarian, there is also a <b>bit of dictatorship</b>, when the <b>head assigns us tasks</b> we are <b>expected to a bid</b>. So if you <b>fail</b> then you <b>suffer the consequences</b>, this includes <b>missing lessons, unavailability</b>, and his in position to dismiss you or <b>write a warning letter without negotiating</b></p>  |
|   |                       |                          | <ul style="list-style-type: none"> <li>H/M friendly dictatorship</li> <li>H/M listening to suggestions</li> </ul>   | <p>Head teacher Bronze<br/>For this to really work, I tent to dictate what should be done, it sounds</p>  |

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|  |  |  | <ul style="list-style-type: none"> <li>• H/M respondents to old teachers</li> <li>• H/M listening motivates performance</li> </ul>   | <p>negative but it's important to give instructions and they are followed. If they suggest how best to implement the decisions, you can grant them that and this increases their motivation to do what you want. Besides, there are a few teachers who have taught for a long time. I can take what they suggest but tell them to implement it as if it is my own decision. It sounds funny to them, but they like it because I have considered their ideas.</p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• Authoritative leadership</li> <li>• H/M instructing with chides communication</li> <li>• H/M authoritative communication</li> <li>• Teacher performance out of fear , thus demoralized</li> </ul> | <p>Teacher Stripes<br/>I have not really much to say but the leadership here the way I see it, <b>it's authoritarian</b>. They <b>tend to instruct us around, criticise us</b> and at time <b>scold you</b>, especially when the <b>performance of the students drops</b>. Thinking that we are not doing what is required of us. Hmm some things are <b>hard to discuss</b> on record so please, try to leave this private. At times they talk <b>to us as children</b> and even <b>threaten us with warning letter</b>. Yet they know in Government schools, <b>the system is so demoralising...</b></p> |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M friendly dictatorship</li> <li>• H/M coercive communications of deadlines</li> <li>• Head teacher Listens to suggestions of teacher</li> <li>• Listening to suggestions</li> </ul>            | <p>Teacher Coffee<br/>I would suggest that our <b>head teacher is a friendly dictator</b>, she will issue <b>orders and deadlines but</b> of course <b>leaves room for suggestions</b> that see fit. For instance, there is <b>room to</b></p>   |

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|  |  |  | encourages teachers to perform assigned work   | <p><b>develop scheme in</b> such a way that you are going to be able to <b>finish the teaching lessons of the syllabus before the UNEB</b> examinations. Implied, <b>it's had to get a reason at the end of the day that you failed to deliver</b> which has worked</p>  |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M listening to teacher's suggestions through dialogues</li> <li>• H/M listens to teachers' suggestions through involving them in decision making</li> <li>• H/M responds to some suggestions</li> </ul>                                       | <p>Teacher Cooper administrative level then they would have to go back, to the members of staff and <b>you have dialogue and evaluate and process the corns</b> and get the best <b>solution of out of it all</b>. So there is <b>involvement</b>. And there is also <b>benchmarking so they don't just come up with policy</b> that is not well thought about, where members aren't involved. And where the staff <b>are negative about a certain policy they try to discuss</b> as much as possible to <b>ensure that they are brought on board</b> or try to <b>explain why it is necessary that such a course of action</b> even if their against it, is taken.</p> <p>Actually, there is <b>no castigating</b> but there is that motherly approach. To <b>try to sort out the issues</b> that are affecting your performance. To elaborate on the <b>motherly approach</b> is more of <b>dictatorship friendly</b>, as a matter of I fact, <b>it makes me feel encourage to do my work</b> because it gives</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• HM listens to suggestions</li> <li>• Benevolent relationship in motherly manner</li> <li>• Encouraged performance</li> <li>• Assigning of tasks but latitude to perform</li> <li>• Willing performance of planning teaching process.</li> </ul> |  |

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|  |                      |                                |   | <p>some freedom to do it my way. It is not essentially 'do this and do it like this or that....' Rather, you are given <b>what to do such as lessons to teach</b> and you choose to <b>do it in the best way</b> possible to you. That is, you develop your own <b>schemes of work and lesson plans</b>. This encourages you to do the work well.</p>   |
|  | Directive democratic | Active task-oriented listening | <ul style="list-style-type: none"> <li>• Strict supervision through holding meeting</li> <li>• Amenable to teachers' suggestions and ideas of timetable</li> <li>• Demoralised performance</li> <li>• H/M active listening for meeting</li> </ul> | <p>Teacher Blue<br/>Yes, when <b>we having departmental meetings</b>, we <b>raise those issues and we take our suggestion</b> to the administration and where possible the administration comes in and <b>work according to the budget</b>. A good example is when it comes to selecting times of distributing lessons, the <b>head teacher in meetings is democratic to choose the best time for us</b>. Well a well prepared timetable with lessons is <b>tabled by him but still he has to agree to our consent</b>.</p> |
|  |                      |                                | <ul style="list-style-type: none"> <li>• Demoralised perform felt with low income</li> <li>• Demoralised working time spent on directives</li> </ul>  | <p>Teacher Apricot<br/>Well the system is lucky to have some of royal teachers as me, even if am on the payroll or not I still work, but some people are better at heart such as these teachers leaving their own kids at home yet come to teach other people's kids doesn't really work. Meaning it takes a lot of sacrifice teachers to keep teaching given that they get low incomes. Imagine working from 7:30</p>  |

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|   |                       |  |  | am to 7:00 pm every working day. You leave home very early and go back late. You don't get enough time with your family members. You keep accumulating stress, which affects your performance negatively   |
| Negative effect of head teacher-teacher exchange relationship on adequacy of provided education in Government | Bureaucratic/red tape | Formally instructing impersonal expecting only obedience | <ul style="list-style-type: none"> <li>• Strict hierarchy</li> <li>• Lacks warmth through reprimanding</li> <li>• Expects formal obedience</li> <li>• Formal communication through letters and meetings</li> </ul> | Teacher Chocolate<br>The leadership here is <b>hierarchy</b> . You have all <b>positions occupied respectively</b> . ... The relationship is quite formal. He usually <b>writes what he wants all teachers to do</b> , including attending any <b>meeting with him, on the notice board</b> . In most cases, he goes through the deputy head teacher. There is a <b>lot of formality and strictness</b> in the way he relates to staff members. It feels like all <b>he expects from teachers is accept</b> and do what he wants or be <b>reprimanded for defiance</b> . |
|   |                       |  | <ul style="list-style-type: none"> <li>• Strict producers in management</li> <li>• Expects formal obedience when supervision</li> </ul>  | Head teacher Brown<br>:Of course here, the school has its known administrative and subsequently, leadership procedure. I use that procedure to manage and lead the school. I can only ignore it when I am providing academic supervision. I move around to check whether teachers are doing their work   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Hierarchy leadership</li> <li>• Strict follow up on financial accountability</li> <li>• Formal performance of roles</li> <li>• Expects formal obedience</li> <li>• Discourages teacher morale to teach due to hierarchy</li> <li>• Passive responsiveness that delays and discourages teachers</li> <li>• Administrative performance /bureaucratical</li> </ul> | <p>Teacher Amber</p> <p>The <b>hierarchy of course, the head teacher is on top, then we have got administrators.</b></p> <p>Since the school has got big numbers, we have got sections with the two deans, dean middle section and dean upper section. From there we have got heads of subjects. From there we go to class teachers and the bottom person here is the subject teacher. So that how we report in that <b>hierarchy. ...</b></p> <p><b>There is lot of procedure to be followed especially when it comes to finance, for [accountability] you might find you need to some money to buy scholastic materials and you have to follow procedure and that process takes some time.</b></p> <p>The school is not <b>supposed to have cash</b>, so... Students are not supposed to pay since they are Government aided, so you find that the <b>run of day to day activities there delays.</b> Up to now we have not got the <b>financial consignment</b> for this term. This is almost ending the second week, so you find that because of the <b>hierarchy and the procedures some things are constrained.</b> And of course it <b>affects the learning and teaching process,</b> thus affecting academics</p> |
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|  |  |  | <ul style="list-style-type: none"> <li>• Strict formal authorization</li> <li>• Formal obedience of implementing directives.</li> <li>• Bureaucracy leadership</li> </ul>   | <p>Head teacher Lemon</p> <p>The differences majorly, in Government institution especially where I was there is <b>a lot of bureaucracy mainly, so implementing any decisions you take or attending to any issues</b> that arise it takes long because you need to get <b>subsequent permission.</b></p>  |
|  |  |  | <ul style="list-style-type: none"> <li>• Demoralising relationship</li> <li>• Formal authorizing of resources discourages performance</li> </ul>  | <p>Teacher Gold</p> <p>Ah, the <b>relationship is somewhat discouraging.</b> You see, the resources such as stationary, reference materials, and others are fairly available, <b>but getting authorisation</b> to use them away from school is a lengthy process [ah], the <b>bureaucracy you have to go through to be authorised</b> such as being asked to go and ask another person and that person as well sends you to another person. This <b>discourages using some reference materials</b> one needs in order to prepare lessons at home [ah] In fact this <b>has encouraged giving up on</b> what you want to do [ah]if you are sent here and there you are <b>discouraged and you end up giving up.</b></p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Bureaucratic leadership</li> <li>• Lacks warmth towards grievances</li> <li>• Expects formal obedience of routine system</li> <li>• Discourages teacher morale to teach</li> </ul> | <p>Teacher Blue</p> <p>In a Government school we have a routine, we have a system to look at the management.”...his leadership purely through bureaucracy. You can’t get directly to him. He wants us to</p>  |

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|  |               |            | <ul style="list-style-type: none"> <li>• Formal reporting through writing or protocol</li> <li>• Formal observing of culture of reporting</li> <li>• Discouraged performance</li> <li>• Formal authorization of resources</li> <li>• Formal strict access of resources discourages performance</li> </ul>                                      | <p>express our grievances impersonally by writing them done to him through the head of department and deputy head teacher. Never mind that some of the grievances may be about the very people he wants you to go through. Nothing reaches him directly. Even when he himself tells you that something needs to be done, he maintains that you should go through the right procedure to do it... those things of going through the head of department, director of studies, school bursar, and deputy head teacher, then to him...</p>  |
|  | Laissez faire | Disengaged | <ul style="list-style-type: none"> <li>• Disengaged teachers in decision making on resources allocation</li> <li>• Disengaged supervision of duties</li> <li>• self-directed teacher performance of roles</li> <li>• Self-direct performance based on presumed roles</li> <li>• Superior waits for performance after period of time</li> </ul> | <p>Head teacher Black<br/>In the Government supervision is closely presumed to be understood that your roles are assumed once posted to a certain station are clear they only remind you in briefings or some sort or the people that come as inspectors to be aware of what you ought to be knowing on your own. Therefore, it is presumed that 'we' tend to be more active at the beginning of the term to allocate duties and provide learning material as per Government, then teacher teach. Since we really have no control you teach if you can after roll at the end of the day the Government pays you</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Self-direct performance due to minimal supervision</li> <li>• Self-direct performance leads to laissez faire performance</li> <li>• Self-direct performance leads to absenteeism thus inadequate education</li> <li>• Self-direct performance leads to inadequacy through low content assessment of students.</li> </ul> | <p>Teacher Apricot</p> <p>Teachers are left to teach as they please. Supervision is at its lowest, if is it there at all. They teach according to their pace, but many of them do not complete the syllabus. They dodge lessons most of the time; do not mark the work given to students and leave school to go moonlighting anytime they deem it fit. As a result, students lose out</p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• Disengaged supervision from head teacher</li> <li>• Superior waits for performance after period of time</li> <li>• Superior delegation due to trust of teachers</li> <li>• Self-directed performance that encourages absenteeism</li> <li>• Self-direct performance that encourages relaxing</li> </ul>                  | <p>Teacher Gold</p> <p>In relation to the head teacher we support in our respective roles however, heads' in Government schools tend to appear at the beginning of the term and during the term they disappear. So long as they,, delegations every teacher does what they can, those who teach but not really dedicated and those who miss lesson also are there. You know also, if the wage is low you have to improvise, people have families to feed so we tend to let them. Therefore, we also have a little bit of relaxing to take actions and the head too, though we need results.</p> |

- **Appendix H: Template showing the comparison of the LMX quality typified in the superior leadership styles and how they affect the headteachers' influenced on the provided education teachers**

| Theme  | Subtheme                  | Subtheme                     | Codes   | Respondent  |
|--|---------------------------|------------------------------|---|---|
| Positive effect of head teacher-teacher exchange relationship on adequacy of provided education in Private | Task-oriented             | Transactional communication  | <ul style="list-style-type: none"> <li>• Superior close supervision of tasks</li> <li>• Ensures continuous adequacy</li> </ul>  | Head teacher Black ...then on private it's not known policy also in fact, in private each individual owner wants to see that <b>his school is closely supervised</b> to work better with the <b>spirit of competition at the edge and result at the end</b> , because if it did it then the enrolment will quickly collapse as well as the results.   |
|  | Superior micro leadership | Superior micro communication | <ul style="list-style-type: none"> <li>• Superior always present to oversee school functioning</li> <li>• Superior proactive relationship</li> <li>• Superior mobilise resources</li> <li>• Superior support towards tasks-oriented direction</li> <li>• Ensures provided education is as adequate as possible</li> <li>• Superior authorizes and mobilising of resources</li> <li>• Superior evocative in a two-way communication teamwork basis trust</li> <li>• Relationship ensures performance at w</li> </ul> | Governor Indigo ...this proactive relation with my head teacher requires me to motivate them by always on site, overseeing and supervising to make things happen. I check on every employee to ensure that they are doing their work efficiently. I engage my head teacher to get the best out of him and support him by approving and providing the resources necessary to manage the school in the best way possible. I provoke my employees to see them more active and creative in ensuring that my school works efficiently based on teamwork and cooperation, but this is not an easy goal to achieve, especially when everything is left in the hands of the head teacher alone. I believe working with him makes it easier for me to realise the dream I have for the school. |

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|  |  |  | <ul style="list-style-type: none"> <li>• Superior always engaged in supervision</li> <li>• Mobilise resources</li> <li>• H/M supportive</li> <li>• Superior listens to evocative task-oriented direction ideas</li> <li>• Evokes task-oriented direction agreeable to same goals</li> <li>• Superior always present to monitor heads</li> </ul>  | <p>Head teacher Lemon ...with the BOGs, chairperson, is very close, engaging, supportive, but often challenging. He always wants to see everybody busy. He wants to find you doing something productive within the context of ensuring the school is running efficiently and effectively. He has a system of thinking of what should be done, but before directing you to do it, he first finds out what you think about it, whether you have a better idea of how it should be done. For instance, when students complain to him that they don't understand what a certain teacher is teaching, before taking a decision to stop him, he comes to ask what I think should be done to such a teacher. We come to the same decision, and he tells me to implement. He then makes a follow up to find out if I have taken the action, we agreed on</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Micro relationship</li> <li>• Superior always present oversee work</li> <li>• H/M feels superior involved in daily work</li> <li>• Superior friendly supervision at work</li> <li>• Superior provokes limits H/M independent performance</li> <li>• Superior listens to evocative and provocative ideas in consultation</li> <li>• Relationship provokes respect of superior at work</li> </ul> | <p>Head teacher Orange Well, the <b>relationship is micro</b>, if I may use this term in this context... Have you ever heard of a <b>person they call a micro manager</b>? I can describe my working relationship with the BOD chairperson as exactly similar to that which a <b>micro manager keeps with employees</b>. It mostly feels as <b>though he is part of daily management</b> and administration of the school. He <b>barely delegates</b>. His leadership influence</p>  |

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|  |  |  |   | <p><b>is felt collegially</b> because <b>he goes everywhere</b>. It sometimes feels as though <b>he is doing my responsibilities...., making me feel suffocated</b>, less <b>creative and powerless over staff members</b>. The good thing though is <b>that he trusts me</b>, allows me to <b>consult him anytime and also engages me when he is proposing something he wants to be done in the school</b>. We work like colleagues but I <b>keep my distance as a sign of respect for him</b> as my boss.</p>    |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior involved in staff work functioning</li> <li>• Highly evokes performance without dodging</li> <li>• Superior supportive in mobilizing funds for resources</li> <li>• Superior presence evokes accomplishment of tasks</li> <li>• Evokes H/M ability to perform their best</li> </ul> | <p>Governor Poppy<br/>The effect is largely positive. The school's academic and non-academic programmes are implemented largely as planned, and sometimes in a better way especially when financial resources (tuition, fees and bank loans) flow in as expected. My presence and participation encourage every staff member to do their work without dodging. My presence makes them feel motivated to work and complete the tasks allocated to them. Even the head teacher works to the best of his ability.</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior always present participate in managing</li> <li>• Superior mobilizing resources ensures adequacy</li> <li>• Superior presence provokes task-oriented direction performs which is dispiriting H/M</li> </ul>   | <p>Head teacher Rose<br/>Of course, with the direct participation by the owner of the schools in management and leading, by all means, makes effort to ensure that the education provided is as adequate as it can possibly be within the available school</p>   |

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|  |  |  |   | resources. Although his presence overwhelms me, he doing what I should have done covers up any negative effects on school performance.   |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior always present to oversee school functioning,</li> <li>• Superior supports the H/M through facilitating funds to acquire resource in time</li> <li>• Superior presence evokes task-oriented direction</li> <li>• Superior evokes maximum performance</li> </ul> | <p>Governor Ivory</p> <p>I appreciate that a school must have a head teacher as a statutory requirement. In fact, this is one of the educational standards any school in Uganda should meet. However, leaving a nascent <b>private school entirely in the hands of a hired individual is not prudent in terms of investment.</b> Prudence demands that any investor undertake a <b>critical hands-on role in his or her investment.</b> So, I am <b>always around to oversee how the school is running,</b> to <b>provide overall supervision to ensure</b> that every staff member is fulfilling their <b>assigned responsibilities and work well, give advisory direction</b> I expect them to follow, <b>and ensure that tuition and fees needed to facilitate the functioning of the school are paid in time.</b> I have to <b>direct the attention of all employees in my school in a way calculated to evoke maximum performance from them.</b> This way, I <b>make sure that my school functions as best as it should....</b></p> |

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|  |                             |                                 | <ul style="list-style-type: none"> <li>• Superior friendly relationship</li> <li>• Superior supportive advice to H/M on task - oriented direction of achieving school goals</li> <li>• Superior always present to oversee mobilization funds of infrastructure and staff welfare</li> <li>• Superiors evoke task-oriented direction performance through leeway for H/M to work</li> <li>• Superior evoke liberty to listening to H/M decision s encourages performance</li> </ul> | <p>Governor Daisy ...relationship with those head teachers is cordial we relate very well I give them advice and they usually accept and work on it as a board governor are policy makers we over see that the [head teacher] implements what we decide to the core in most cases we oversee infrastructural development effective teaching good welfare of staff and student good discipline in the school and good financial management but we give the head teacher a lot of leeway to implement these activities he has some liberty to make his own decisions and explain to us...</p> |
|  | Participatory               | superior's teamwork involvement | <ul style="list-style-type: none"> <li>• Superior always present participate in managing</li> <li>• Superior mobilizing resources ensures adequacy</li> <li>• Superior presence provokes task-oriented direction performs which is dispiriting H/M</li> </ul>   | <p>Head teacher Rose Of course, with the direct participation by the owner of the schools in management and leading, by all means, makes effort to ensure that the education provided is as adequate as it can possibly be within the available school resources. Although his presence overwhelms me, he doing what I should have done covers up any negative effects on school performance.</p>   |
|  | Facilitative and motivating | Facilitative and motivating     | <ul style="list-style-type: none"> <li>• Superior involved in staff work functioning</li> <li>• Highly evokes performance without dodging</li> <li>• Superior supportive in mobilizing funds for resources</li> <li>• Superior presence evokes s</li> </ul>   | <p>Governor Poppy The effect is largely positive. The school's academic and non-academic programmes are implemented largely as planned, and sometimes in a better way especially when financial resources (tuition, fees and bank loans) flow in as</p>   |



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|  |                  |   | <p>accomplishment of tasks</p> <ul style="list-style-type: none"> <li>• Evokes H/M ability to perform their best</li> </ul>   | <p>expected. My presence and participation encourage every staff members to do their work without dodging. My presence makes the m feel motivated to work and complete the tasks allocated to them. Even the head teacher works to the best of his ability.</p>  |
|  |                  |   | <ul style="list-style-type: none"> <li>• Superior supportive through approval of H/M ideals contributing towards task-oriented direction of school goals</li> </ul>   | <p>Governor Indigo ... he presents to the board for approval, especially when he explains how they positively link to the school's strategic objectives and mission...</p>   |
|  | Transformational | transformational communication, trust and inspiration | <ul style="list-style-type: none"> <li>• Superior communicates change desired in school's educational capacity trusting H/M to apply them</li> <li>• Inspirational clearly communication of schools' vision</li> <li>• Inspirational communications encourage willing performance</li> <li>• H/M trusted relationship through listening to ideas</li> <li>• Superior inspired agreeableness encourages H/N to perform</li> <li>• Improves adequacy of provided education</li> </ul> | <p>Governor Daisy ...my aim is to see the school grow and become the <b>best performing institution in terms of academic excellence</b> and preparing students with integrity. So, my relationship with the head teacher is full <b>communication about how best to achieve this aim and the changes we need to make to do so.</b> Every time we meet <b>on a one-to-one, this is what I emphasise to him.</b> I want to inspire him to feel <b>motivated to play his role willingly so we can</b> this aim this aim together, regardless of the <b>challenges we tend to find along the way.</b> The good <b>thing is that he trusts me and is a dedicated man who listens to what I propose and works loyally to see it implemented as agreed.</b> You see, I normally give him an <b>opportunity to share his ideas and we see how they can</b></p> |

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|  |  |  |   | enhance the <b>changes we want to make in order to improve</b> the school   |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior inspired genuinely communication</li> <li>• Superior inspired communication based on trust</li> <li>• Superior inspiration increases enthusiasm for H/M to perform</li> <li>• Superior inspired through morale boosting</li> <li>• Superior inspirational assertiveness towards work</li> <li>• Superior inspirational charisma of respect for H/M decisions making</li> <li>• Superior inspirational charisma of listening to H/M ideas and encouraging them to implement them</li> <li>• Trust based communication encourages improving confidence of H/M to perform</li> </ul> | <p>Head teacher Lemon</p> <p>At times am inspired, genuinely speaking, my working relationship with my superiors, especially the director with whom I usually interact, is ... inspirational and is certainly based on trust. I am always energised by how he tells me what to do. He uses very encouraging and morale boosting phrases. He expresses so much confidence in what he says and gives you this impression that it will work. He phrases the changes he wants to make in a respectful inquisitive manner. He can say something like, "H/M, don't you think we can construct another block that can accommodate 100 more students? Isn't it possible? Why don't we start on this plan so we can accomplish it before the end of next year?" You might think he is just proposing, but after listening to your ideas about it, he begins to build confidence in you that it is possible and that it will be done.</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Superior communicates change desired in school's educational capacity trusting H/M to apply them</li> <li>• Superior trusting H/M through meetings to implement visions</li> <li>• Superior genuine communication of how resources could cause adequacy</li> <li>• Improves adequacy of provided education</li> <li>• Superior clear communication of desired vision encourages H/M to influence the teachers to perform.</li> </ul>    | <p>Governor Poppy</p> <p>With the head teacher it is usually about how we can pursue the vision of the school. I see where I want the school to be in future and I sit with him to explain this in a manner that makes it appear real to him, even before getting there. How do I do it? We hold meetings at which we determine the targets that can help us pursue the vision in a realistic manner, or basically those he can trustfully achieve through his staff within the limitations of our resources. I often check and enhance his sense of commitment to the school vision, share with him the direction I want the school to take, and encourage him to motivate his staff in the same way.</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior trust and confidence in H/M to implement desired goals of adequacy</li> <li>• Superior inspirational engagement of H/M in decision making</li> <li>• H/M inspirational trust confined in them to implement the desired vision to cause adequacy</li> <li>• Superior clear communication of desired school vision</li> <li>• Encourages high trust of H/M in implementing to Improves adequacy of provided education</li> </ul> | <p>Head teacher Ruby</p> <p>I have confidence and trust my director within the board governing the school. He is such an inspiring person who engages you before making a decision and gives you all the assurance there is to make you encouraged to implement every change he wants to see in the school. Even when the resources are limited, the confidence that things will happen is always there. He communicates the school vision with a sense of its clear knowledge, exemplary courage and admirable conviction about it. He makes me convinced about where the school is going and certain about its future</p>  |

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|  |  |  | <ul style="list-style-type: none"> <li>• Superior inspirational relationship</li> <li>• Superior willing to support H/M to cause desired plans in school's interest</li> <li>• Superior inspired mobilization of resources to support H/M's work to cause adequacy</li> </ul> | <p>Head teacher Brown</p> <p>On our counterpart side, there schools have been improving as a result of the positive and <b>inspiring relationship with superiors</b>. They are very <b>supportive and willing to do whatever it takes to make things happen as planned</b>. This way, these schools' educational capacity <b>has increased tremendously</b>. They construct <b>enough classrooms, established computer and science labs, and the library etc.</b></p>   |
|  |  |  | <ul style="list-style-type: none"> <li>• H/M high trust in communication of school desired plans of adequate education provision to superior</li> </ul>   | <p>Head teacher Lemon</p> <p>Because even with my bosses, I am the one person who is not scare of telling my bosses that I am not agreeing with certain things. Eventually when they see my point they agree with me. I want to be able to approach my boss or supervisor with ease.</p>  |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior inspirational relationship</li> <li>• Relationship encourages improving performance in adequacy</li> <li>• Superior mobilizing instructional resources to improve adequacy</li> </ul>                                       | <p>Head teacher Bronze</p> <p>On the side of private schools, there relationship is <b>more inspirational with superiors and</b> [Head teachers], I will be deceiving if I say that their relationship has not <b>had any impact on the progress on the schools</b>. It has had a <b>significant effect</b>. It has resulted into <b>remarkable improvements in terms of capacity to deliver academic services</b>. Most of the <b>instructional resources – well-furnished classrooms, library and science lab</b>. We are still developing this capacity and <b>certainly, much of it</b></p> |

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|  |               |          |   | <b>is as a result of the supportive transformational relationship with the directors themselves.</b>   |
| Negative effect of head teacher-teacher exchange relationship on adequacy of provided education in private | Paternalistic | Ordering | <ul style="list-style-type: none"> <li>Limited autonomy felt by H/M</li> <li>Superior expects obedience which dispirits zeal to ensure a</li> <li>school provides adequate education</li> <li>Superior authoritative communication limits freedom to perform</li> <li>Superior communicates unilateral decisions H/M must apply for school to operate as desired</li> </ul> | Governor Poppy<br>... In brief, I can say that my leadership relationship with the head teacher is like that of an African parent and a child. Note the context I am using. I refer to an African parent because in the Western world, the authority of a parent has been diluted by the human rights movement. In Africa, the parent still has full authority to tell a child what to do, expecting the child not to question but to implement it loyally and obediently. When the board makes decisions, I communicate them to the head teacher unilaterally and without regard to what he may think about them. All I expect is him implementing the decisions... |
|  |               |          | <ul style="list-style-type: none"> <li>Superior communicates unilateral decisions making about school' desired adequacy</li> <li>Superior unilateral communication to ensure performance</li> <li>school provides adequate education</li> </ul>   | Governor Daisy<br>I believe the Board of Directors makes decisions having determined that they are in the best interest of the school, and that their implementation will enable the school to achieve its educational goals adequately. So, I communicate them to the head teacher in unilateral manner with optimism that their implementing them as they are the best way to ensure that the school provides the best education to our students....   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Superior unilateral authoritative instructions in desire of achieving school adequacy</li> <li>• H/M dispirited performance in support of superiors achieving desired plans for school</li> </ul> | <p>Head teacher Maroon Whether it's done with ease or not I also have bosses that will <b>reach the end of the year and account.</b> So they will <b>ask if this is done</b>, saying <b>we had to accomplish this and that.</b> So if you move on as a leader in such a position trying to find <b>out how people are feeling about what you have told them that they don't like it.</b> Then at <b>the end of the day you may fail.</b> The moment they realise that <b>your inferior and fear how they feel</b>, you <b>even fear to instruct them, then you are bound to fail</b> and become a <b>poor performer</b> who produces poor performance.</p> <p>when on board the chairperson's tendency <b>to treat 'us' as a child who should just implement everything</b> he says saddens me quite often. It creates no opportunity for me to share my ideas. <b>It makes me feel suffocated...</b> erodes my <b>autonomy as the head teacher and limits my ability as a school leader.</b> I feel distant and excluded from <b>decision making, being treated as a mere decision implementer.</b> I however have little to do about it because the BOD chairperson is the owner of the school. I just take in the <b>unilaterally communicated decisions out of obedience to his unquestionable superiority as the overall school owner</b>, but certainly, this</p> |
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|  |  |  |  | relationship makes me discouraged to give my all in ensuring the education delivered by is as adequate as it should be if had been given enough autonomy as a head teacher. |
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|  |               |                             | <ul style="list-style-type: none"> <li>Inspired mutual trust of H/M towards the superior</li> <li>Civil teamwork towards challenges</li> </ul>   | <p><b>encouraging, and based on mutual respect and trust.</b> We confide in each other about <b>the challenges facing the school</b> and they <b>listen and acts on them as far as their powers can take us.</b> It is quite <b>motivating to know that your supervisor trusts you do, supports it and appreciates it whenever you need to.</b></p>  |
|  |               |                             | <ul style="list-style-type: none"> <li>Mutual trust to a brotherly level</li> <li>Relationship is positive to encourage performance</li> <li>Civil trustworthy teamwork replicated in performance</li> <li>Superior genuine rewarding for performance</li> </ul>   | <p>Governor Jade ...the relationship between me as a board chairperson and the head teacher is very healthy. I am free with him. I encourage him to work freely with me. We behave like brothers, tell and listen to each about how best to ensure that the school performs as best as it can. I support him whenever he needs my help as a board chairperson, and he reciprocates by doing exactly what agree on. This encourages me and I express it by extending correspondingly genuine appreciation to him for work well done</p> |
|  | Task-oriented | Transactional communication | <ul style="list-style-type: none"> <li>Relationship is transactional</li> <li>Task-oriented direction of implementing desired plans</li> <li>Superior approves facilitation for H/M</li> <li>Superior appreciates H/M for good performance, but chides when school performs poorly</li> <li>Improving performance</li> </ul> | <p>Head teacher Black ...my roles adequacy at times are reflected in the relationship with my board committee, how, it is purely transactional. In one way or the other, all they talk about is implementing their decisions, ensuring that school's academic and non-academic programmes are implemented effectively and efficiently. Both of them are concerned</p>  |



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|  |  |  |   | <p>about how I am doing my work well, and make sure that the budget I propose is approved and facilitated as much as possible. If you want to see how happy they are and to shower you with praises, ensure that the school performs well. Should the school perform poorly, all you get are reprimands and expressions of disapproval. ‘What went wrong when we endorsed the budget as you proposed it’ becomes the main question I have to answer to each of them. This kind of relationship makes me work harder to ensure that the school’s performance does not decline.</p> |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior approves budgets to facilitate tasks by H/M</li> <li>• Superior appreciates when H/M performance</li> <li>• Superior chides H/M for declining performance</li> <li>• H/M encouraged to perform and led to adequate</li> </ul> | <p>Head teacher Bronze ...the board committee approves of the budget they believe is adequate to facilitate the implementation of the school’s academic and extracurricular programmes and associated instructional tasks. I make these superiors happy, in fact very happy whenever the school achieves the planned performance. However, they lose their cool, especially the board chairperson, whenever the performance declines. So, maintaining it as planned is the best they expect from me even when I feel deep inside me that I can work harder.</p>                   |

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| Negative effect of head teacher-teacher exchange relationship on adequacy of provided education in Government | Laissez faire | superior's laissez faire based on trust, respect | <ul style="list-style-type: none"> <li>• Superior interacts minimally</li> <li>• Superior supervision based on trust and respect for H/M</li> <li>• Superior delayed response inhabits inadequacy</li> <li>• Superior absenteeism inhabits delays in decision making</li> <li>• Dispirits H/M to ensure provision of adequate education</li> </ul> | Head teacher Black<br>The relationship is good. The board trusts my ability to manage the school under minimum supervision and respects me. They don't come to check on how the school is running. But I often feel that I need more of their support to manage the school better. When they take long to come, there delays in decision-making which adversely affect budget implementation, especially when their endorsement is need to buy some school facilities. The school sometimes lacks some instructional resources and ends up providing inadequate educational services because of board absence. I am sometimes forced to call the board chairperson to speed up financial decision-making |
|   |               |  | <ul style="list-style-type: none"> <li>• Formal communications in decision making</li> <li>• Dispirited performance due to superior minimal supervision</li> <li>• Superior supervision bases on trust for H/M get work done</li> </ul>  | Head teacher Blush<br>Too much formality in this relationship makes me feel unenthusiastic to implement school board decisions, especially those communicated by the chairperson. It gives me a sense that I am just a tool, sort of machine or computer which works only when it is given instructions. I am expected to implement board decisions without including my creativity, my ideas, my... everything... It is quite discouraging... makes me work indifferently, which affects my ability to ensure that the school performs as it would  |

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|--|--|--|--|--|
|  |  |  |  | perform had I been given some freedom to work as a human being...  |
|  |  |  | <ul style="list-style-type: none"> <li>• Superior formal instruction which discourages performance</li> <li>• Superior supervision based on trust in and respect for H/M</li> <li>• Superior minimal monitoring of performance based on trust in heads their</li> <li>• Adequacy of education is inhibited by lack of effective superior support</li> <li>• Dispirits H/M to ensure provision of adequate education</li> </ul> | <p>Governor Ivory ...in the Government too much bureaucracy in making policies that are ineffective to boost the performance and yet, everyone realise on trust on what the other says however ineffective it is, because the ministry takes some time to screen the work done, and to be specific the Government has got so many schools to run. So if the school happens to have a management that is fairly efficient, and produces some work there is less effort directed towards the school, instead, they focus on the generalised findings and concentrated on the district that is not performing well. So this way of doing things encourages stunted education reforms. Thus inadequate education</p> <p>My relationship with the head teachers is generally based on the trust I have in them. I have got over five schools that I chair as a board member and have three school that I own. I am often away, but I believe they can handle the management of the school very well, even when without our supervision as a board. All board members respect them and what they do for the schools. They usually give me calls in case my input</p> |

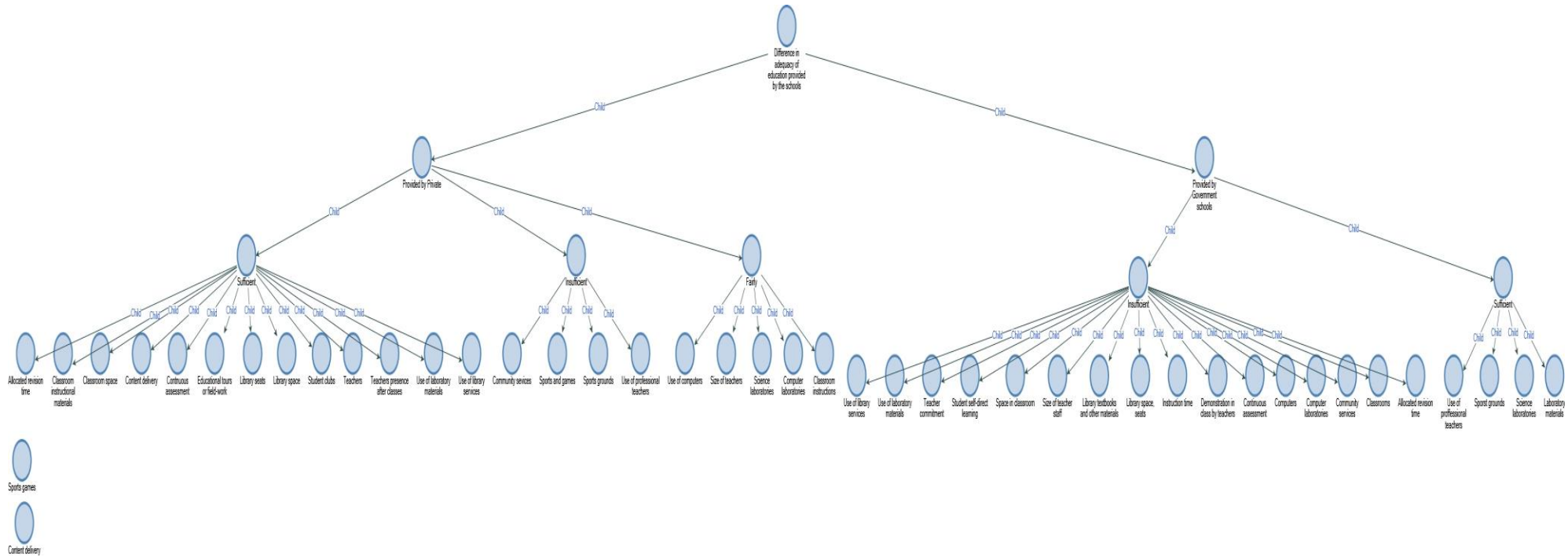
|  |              |                                 |  |   |
|--|--------------|---------------------------------|--|---|
|  |              |                                 |  | as a board chairperson or director is needed, and I certainly give them a go ahead on many of the issues suggested. I have confidence in what they do as my colleagues.   |
|  | Intransigent | formally coercive communication | <ul style="list-style-type: none"> <li>• Uses formal communication through deadlines</li> <li>• Superior formal observing school culture of doing things through keeping standards</li> <li>• H/M present formal accountability</li> <li>• Observation of the school culture encourages discourages performance</li> </ul> | Governor Indigo Well, as a board chairperson, my role is to supervise the management of the school; to ensure that the head teacher performs his roles in a responsible manner that does not dilute the school's culture and educational standards and is financially and accountable. I make sure that the head teacher understands this and does it without fail. I formally communicate all this to him with all the seriousness it deserves so that I don't appear as though I have failed as a board. We demand accountability, set deadlines and ensure that the head teacher beats them without fail. I communicate this in strict terms and as a serious board interest for ensuring that the head teacher presents authentic accountability. That is how can describe my relationship with the head teacher. It is quite formal and intended to ensure that the school delivers the best education to our children |

|  |              |   |   |   |
|--|--------------|---|---|---|
|  | Self-seeking | superior self-seeking communication               | <ul style="list-style-type: none"> <li>• Superior supervisory communication for personal interest</li> <li>• Superior impression of confidant with H/M intended for personal gain</li> <li>• Superior communicated desires for personal gains</li> <li>• Superior intimidating communication for results</li> <li>• Superior intimidating authority with final say</li> <li>• Drained resources lower adequacy of provided education</li> </ul> | Head teacher Blush ...the working relationship between the BOG chairperson and me is startlingly not about the supervision expected from him. He uses his position for mainly personal gain. He has this tendency of creating an impression that I am his confidant, someone he trusts and can share his personal challenges with. After explaining his challenge, he creates an impression that he expects the solution to come from the school, since he is aware it has enough resources to solve the challenge. He assures me that he will stand with me should any board raise issues related to accountability. |
|  |              |   | <ul style="list-style-type: none"> <li>• Superior cordially communication for personal gains</li> <li>• Superior confidant in H/M but for personal gain with parcels</li> </ul>   | Governor Daisy ...within the Government setting the <b>relationship is cordial</b> as well based on so much brotherly trust that in addition to supervision, <b>I can even confide in the head teacher about my personal challenges</b> . I regard him as my brother. <b>He does his work very well. I make sure that he is part and parcel of the board decision making process. I cannot approve of any board decision as a chairperson without first giving him a chance to make a contribution...</b>   |
|  | Cold         | H/M timidity due to superior uncivil intimidation | <ul style="list-style-type: none"> <li>• Superior draining resources for personal gains</li> <li>• Superior intimidating authoritative decision making</li> </ul>   | Head teacher Bronze ...the money we would have spent on buying instructional materials and motivating our teaching and non-teaching staff is often  |

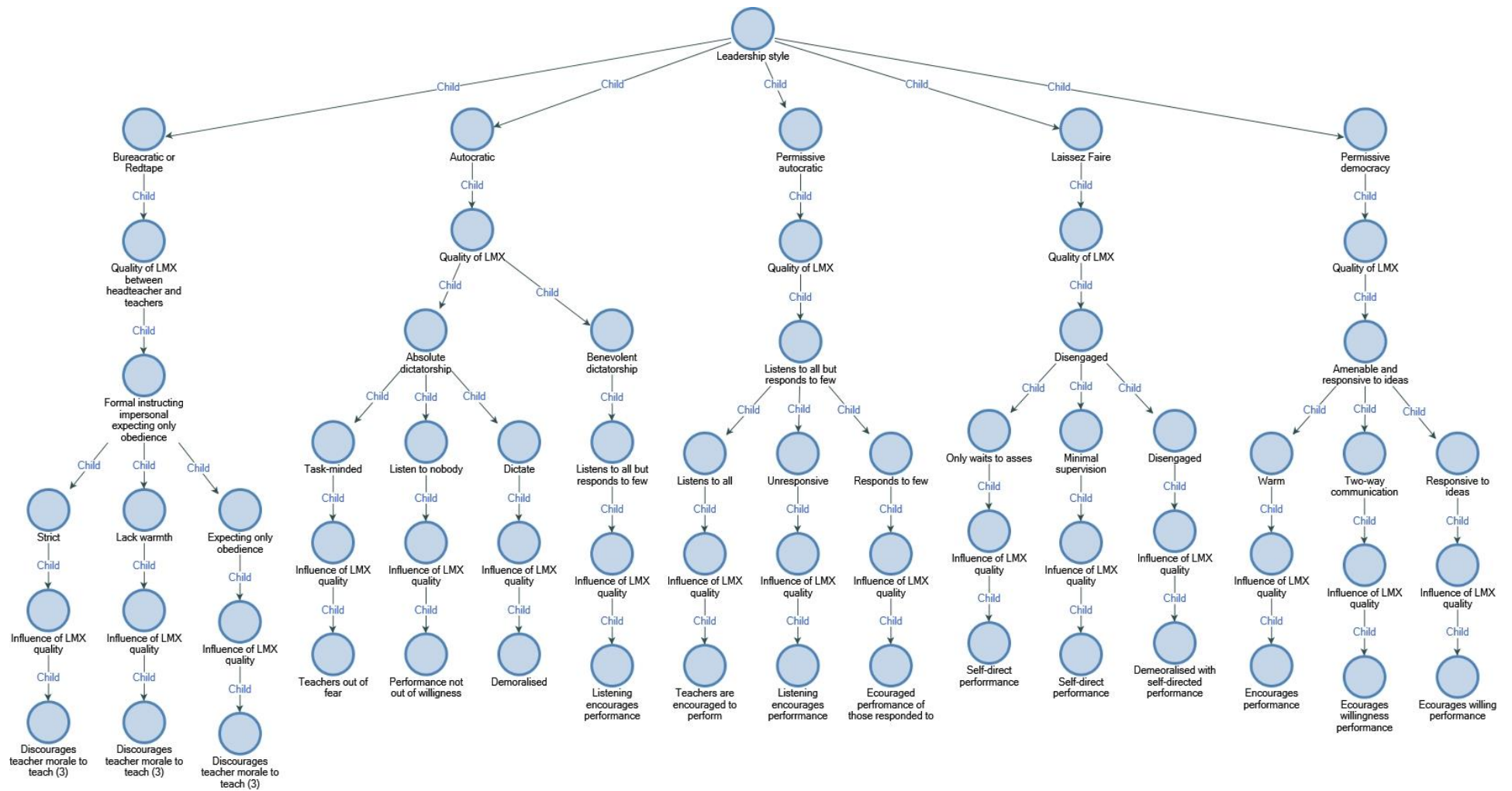
|  |  |  |   |   |
|--|--|--|---|---|
|  |  |  | <ul style="list-style-type: none"> <li>• Superior uncivil intimidating instructions to defy system for personal gains</li> <li>• H/M lowered zeal to ensure adequate education</li> </ul> | <p>diverted to solving the personal needs of the BOG chairperson. It is hard to take a stand against this official because of the supervisory powers over me, including powers to recommend my transfer in case I don't do what he wants. So, I often have no choice but to begrudgingly do what is required, also at times children are admitted for free, whether they are qualifying or not, and am told to admit them without paying tuition for them, and yet he knows that it's not permitted</p> |
|--|--|--|---|---|

- **Appendix I: Visual Maps**

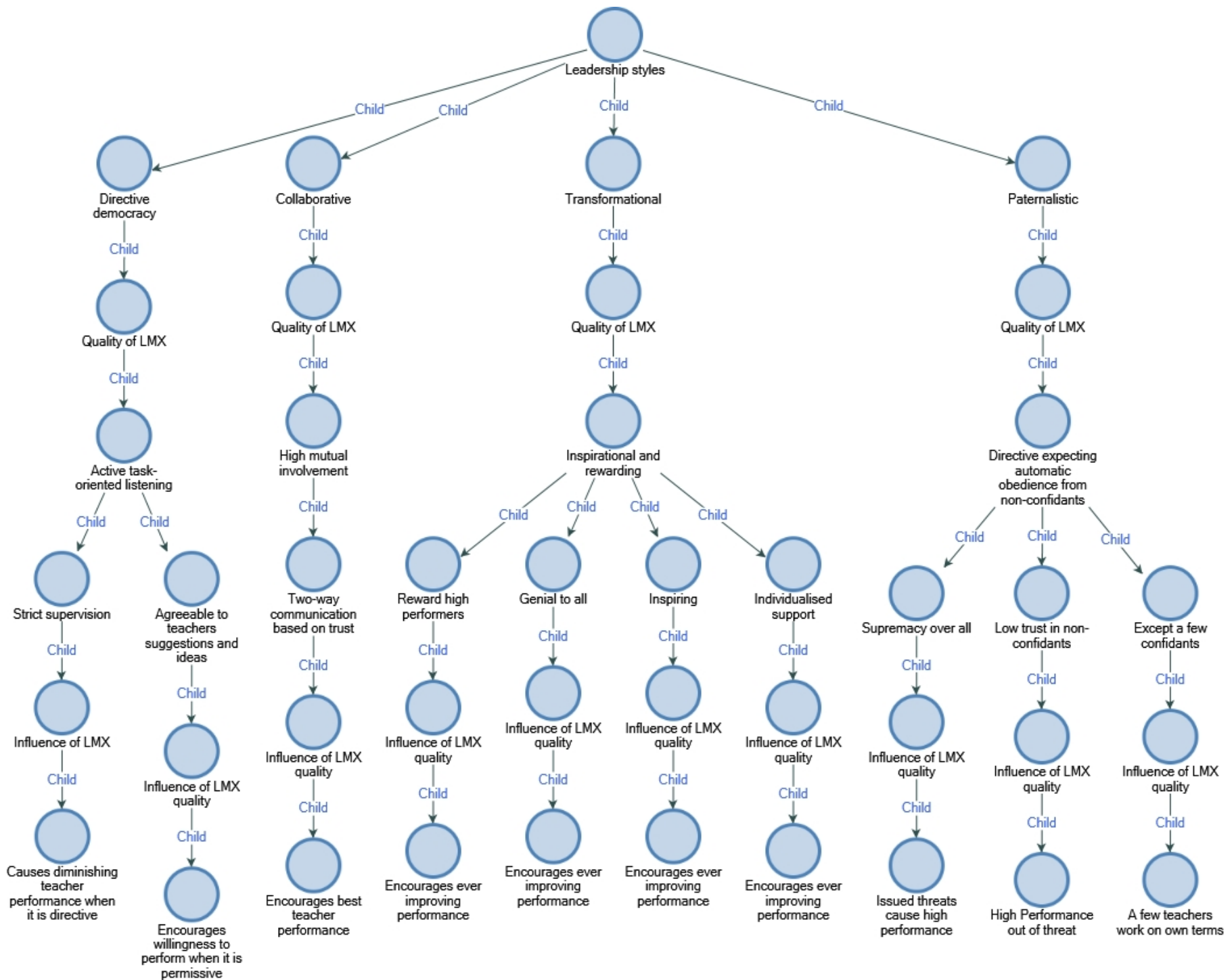
Template 3. 1: visual thematic map showing the adequacy of education provided in private and Government secondary schools



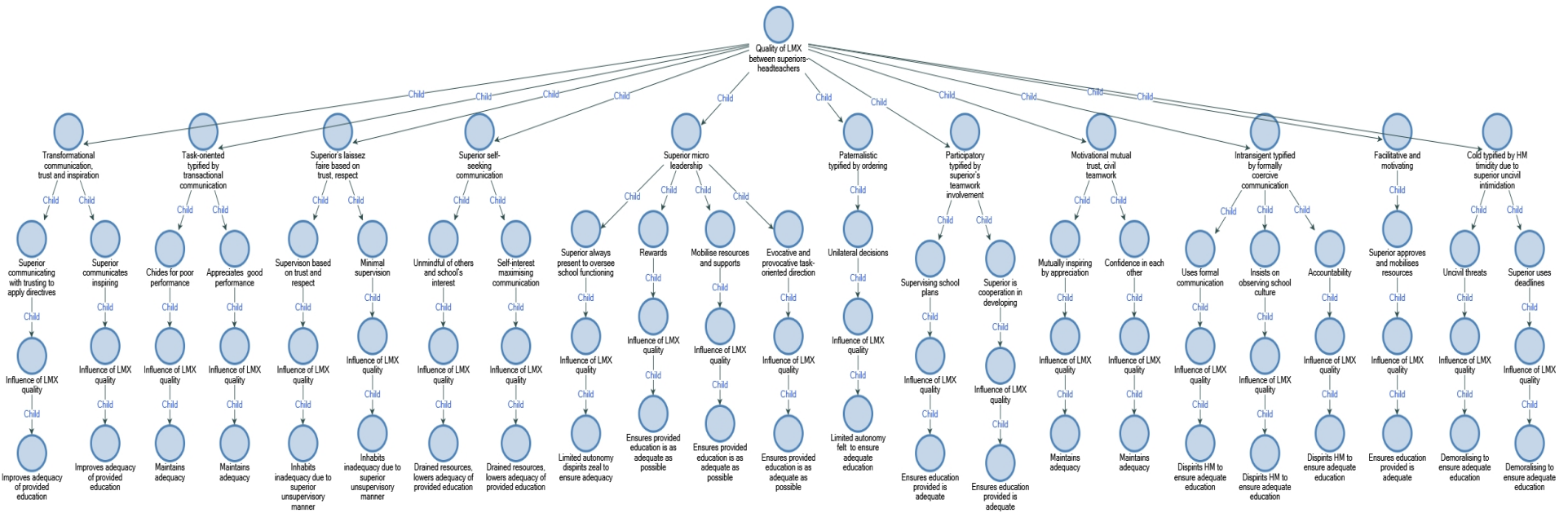
Template 3. 2: Visual summary showing quality LMX in head teacher's leadership style and its effect on adequacy of education

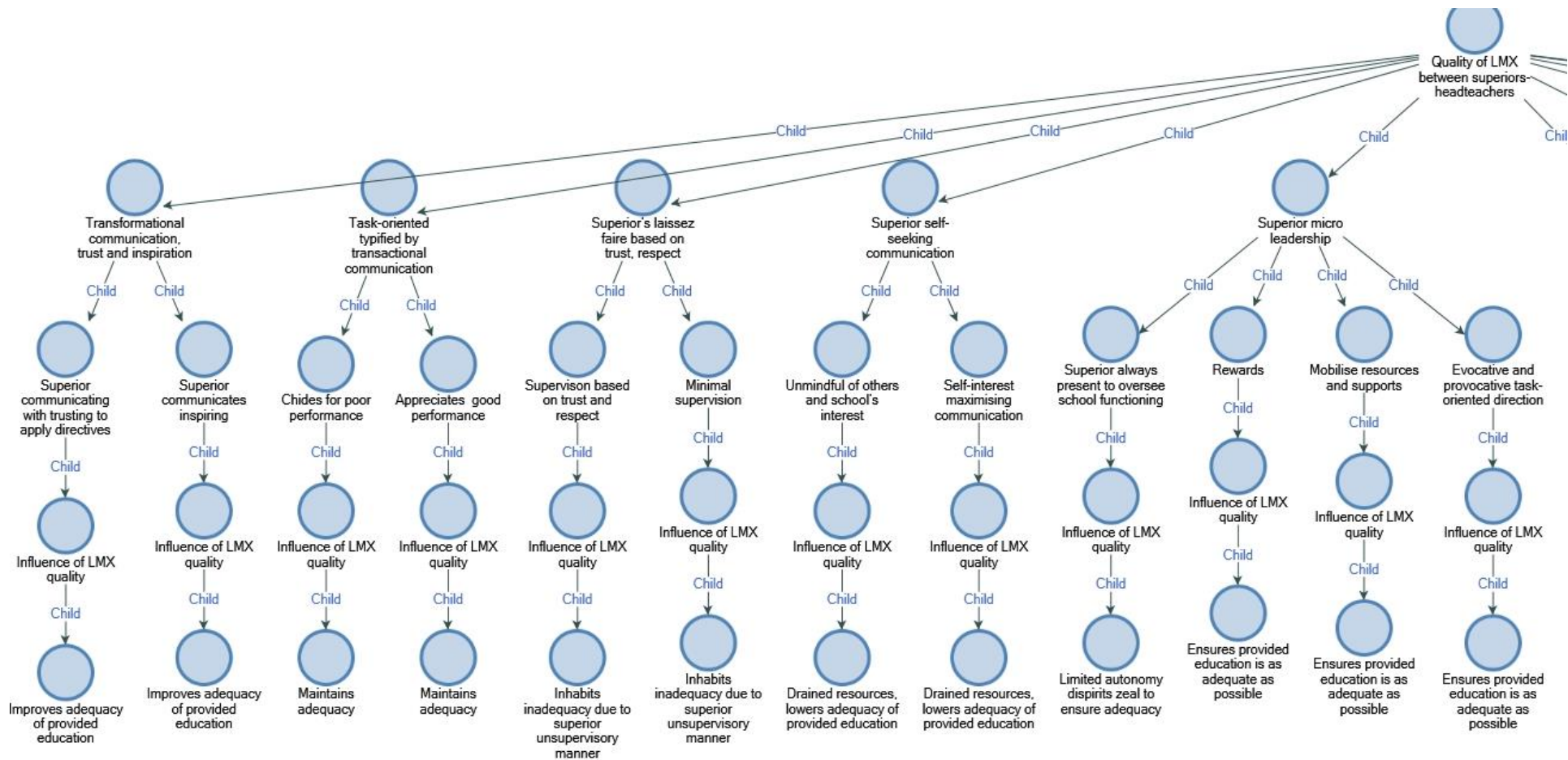


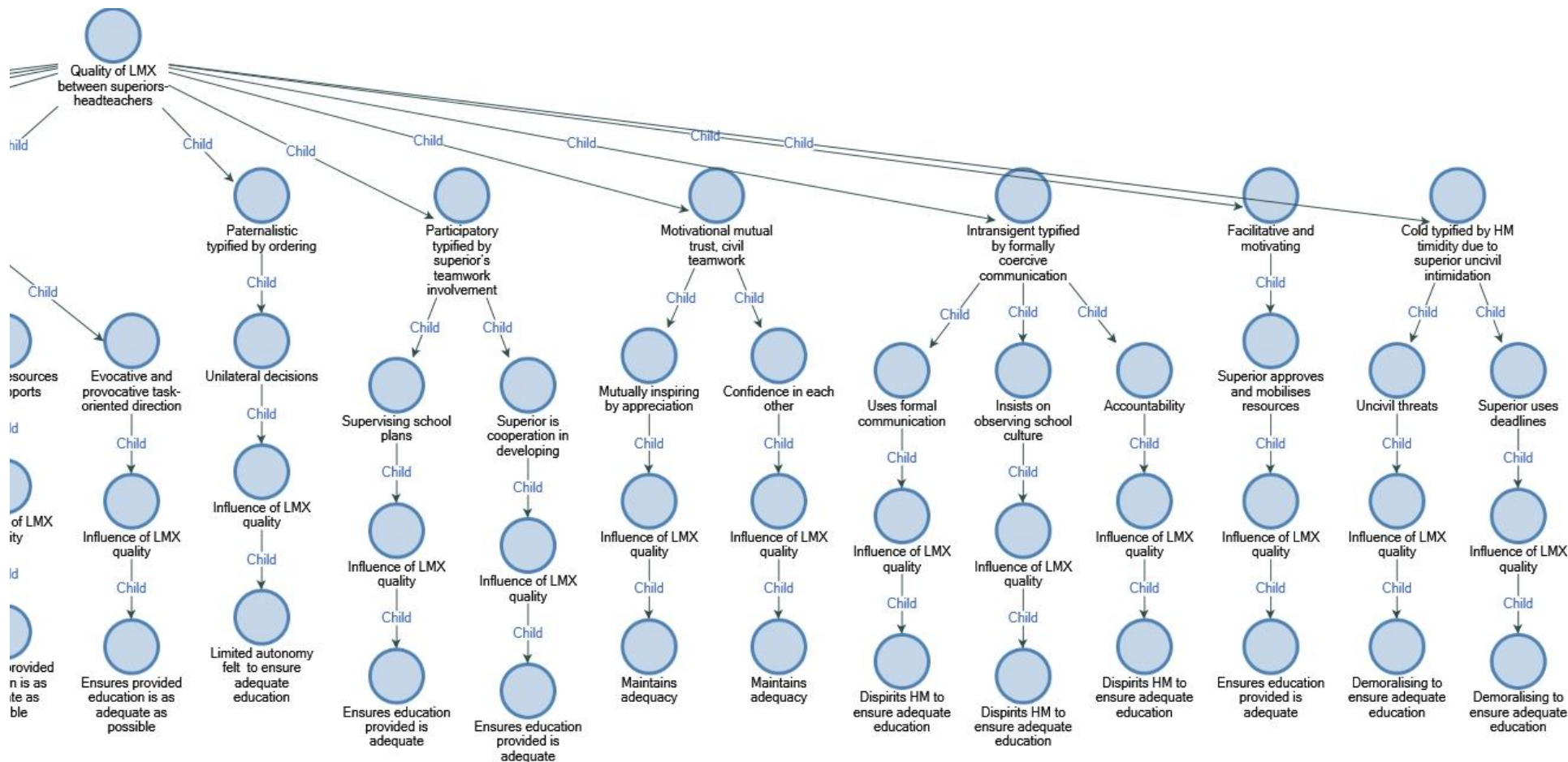




Template 3. 3: Visual map showing LMX quality between Superiors and Headteachers and its influence on adequacy of education provided by Government and private secondary schools in Central Uganda

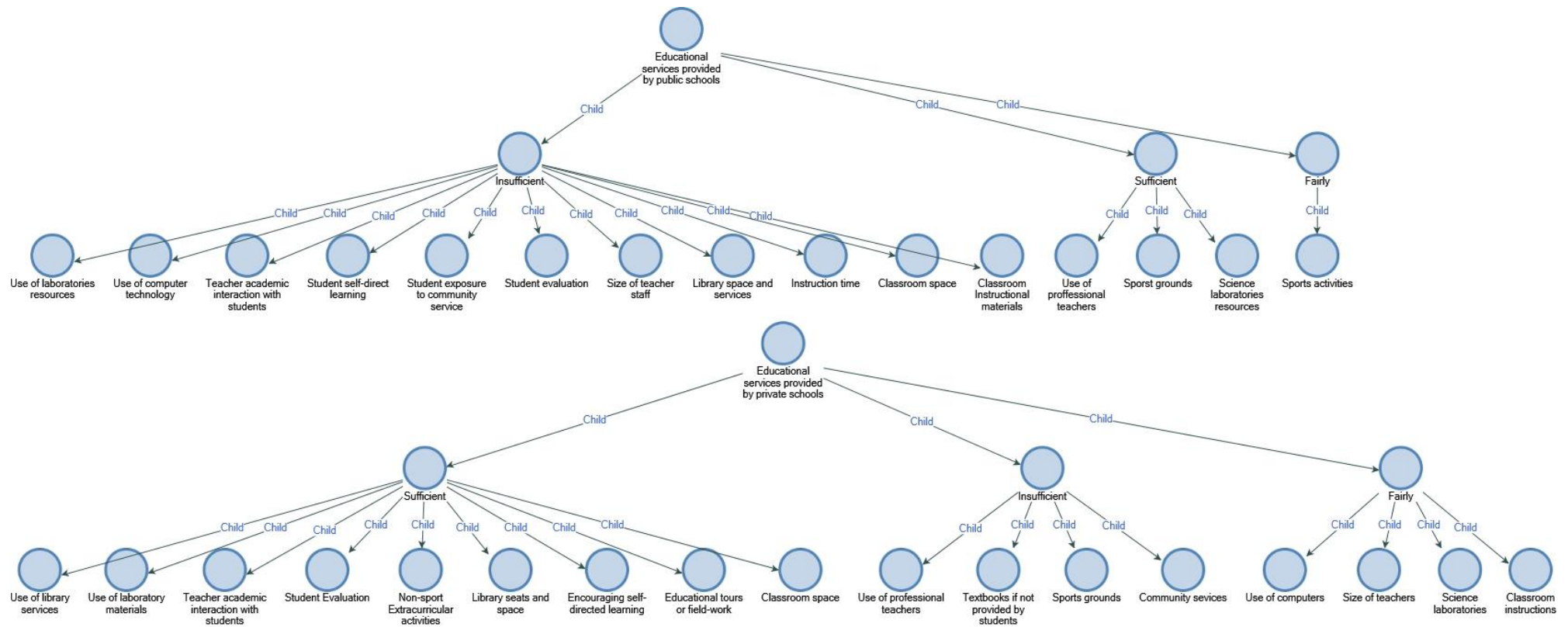




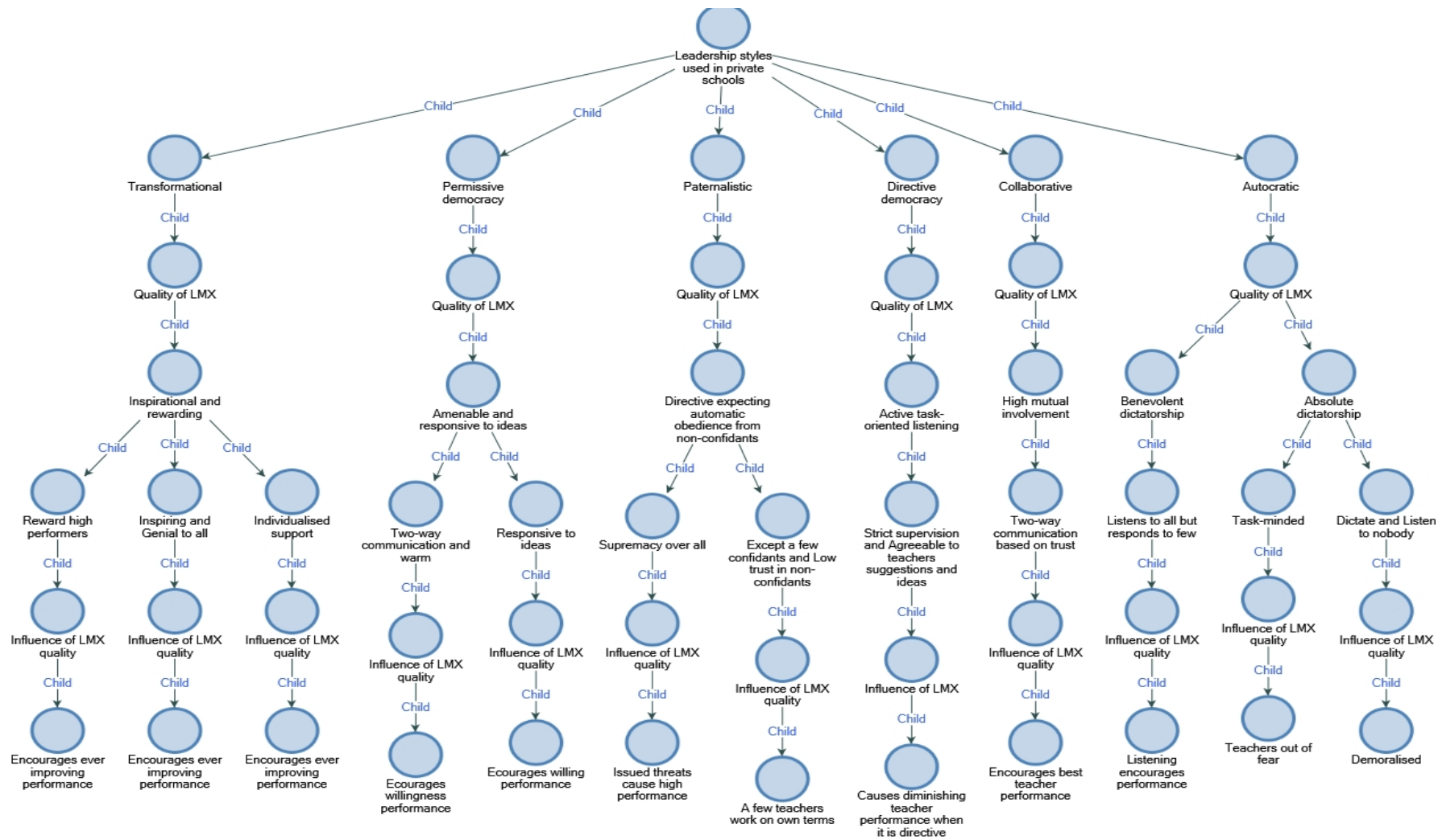


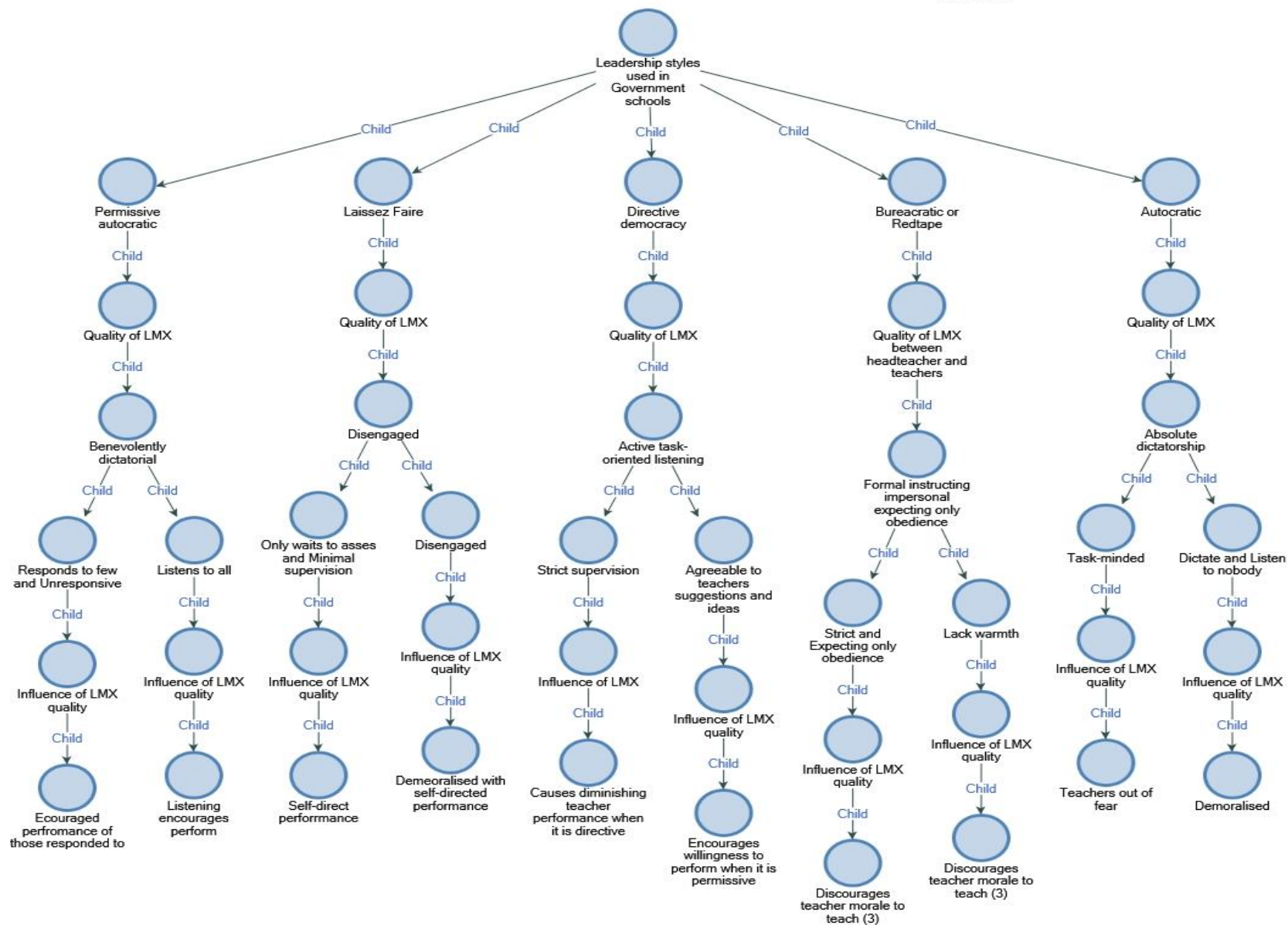


Template 3. 4: Showing developed themes and sub themes of differences in adequacy of education provided in private and Government schools.



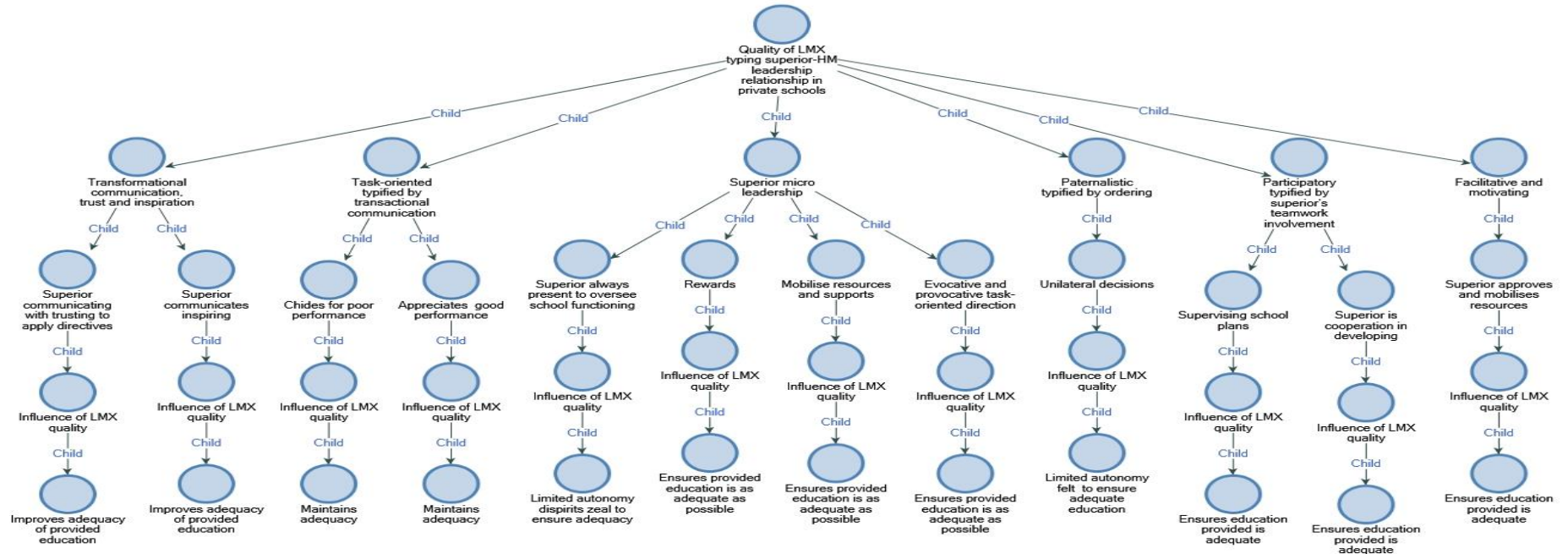
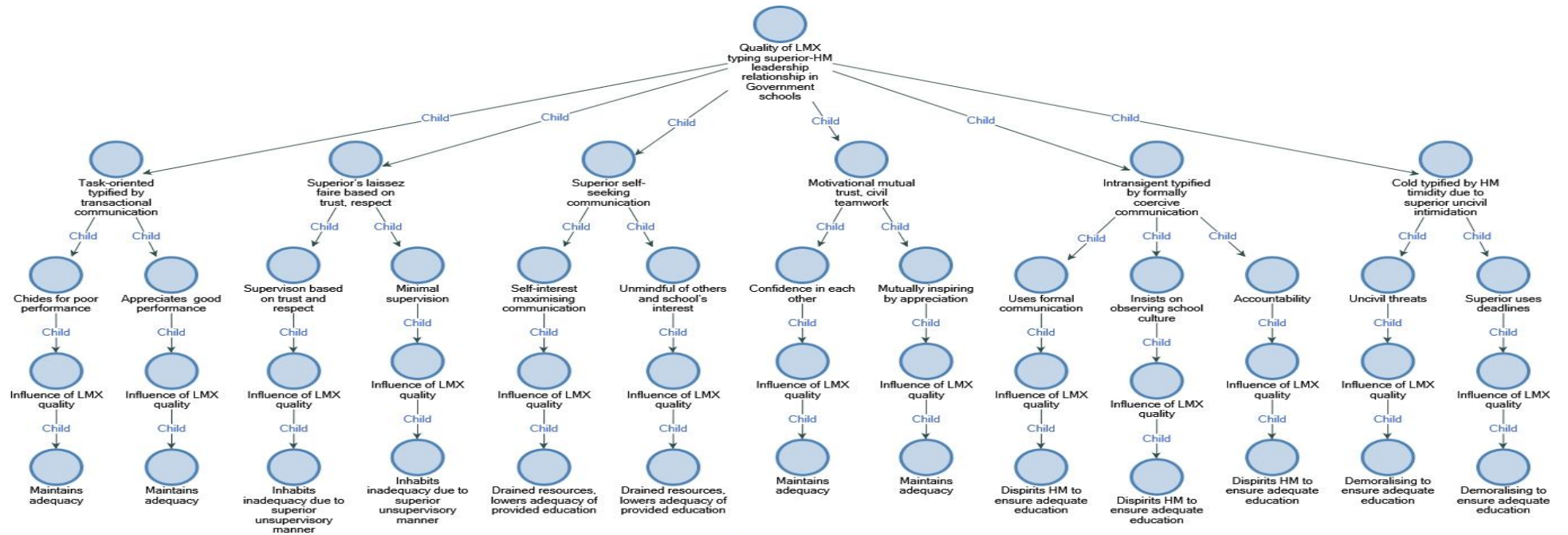
Template 3. 5: Showing LMX quality in head teachers' leadership styles and effect on adequacy of education



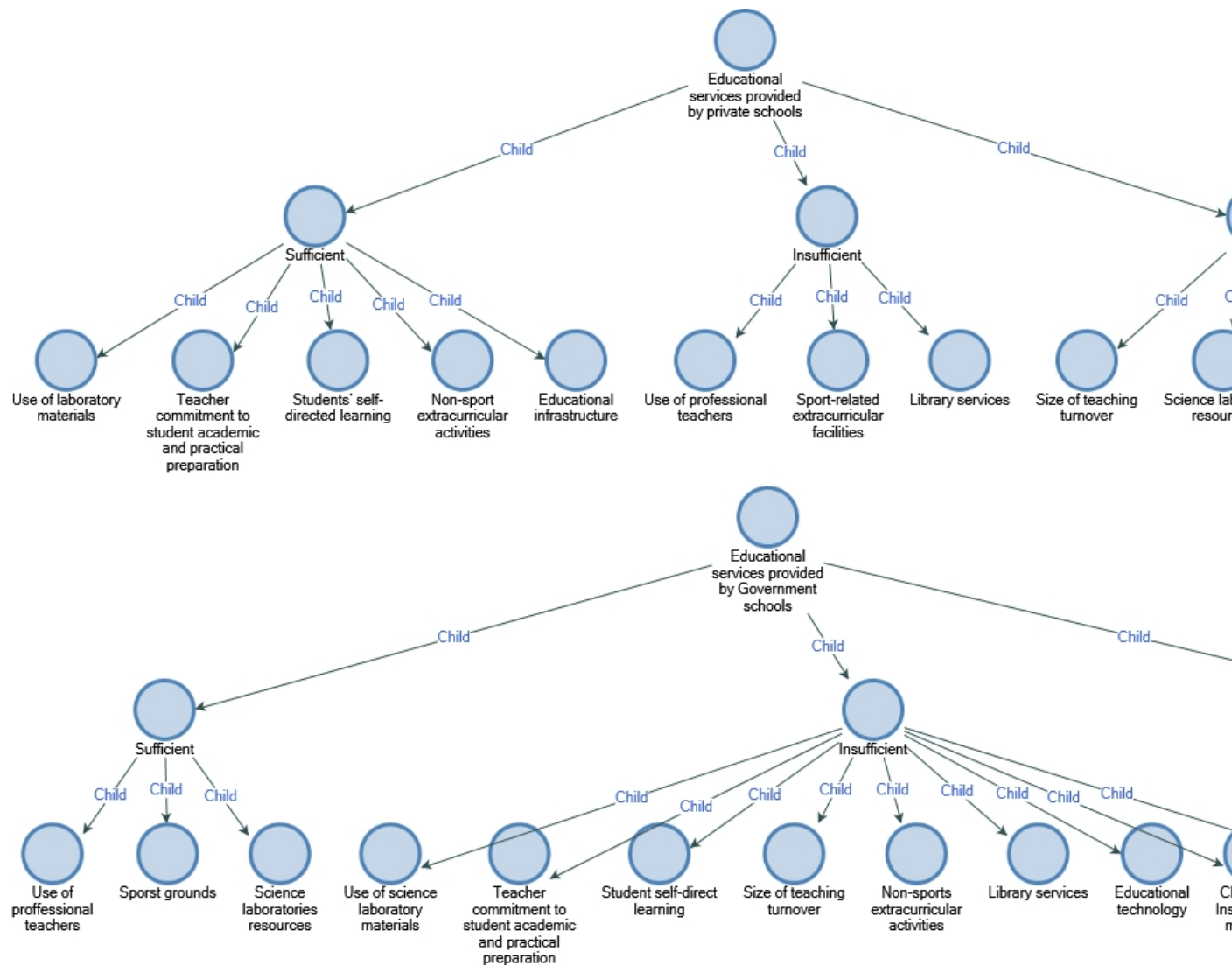


Template 3. 6: Visual map showing quality of Superiors and headteacher LMX and its influence on adequacy of education provided by Government and private secondary schools in Central Uganda.

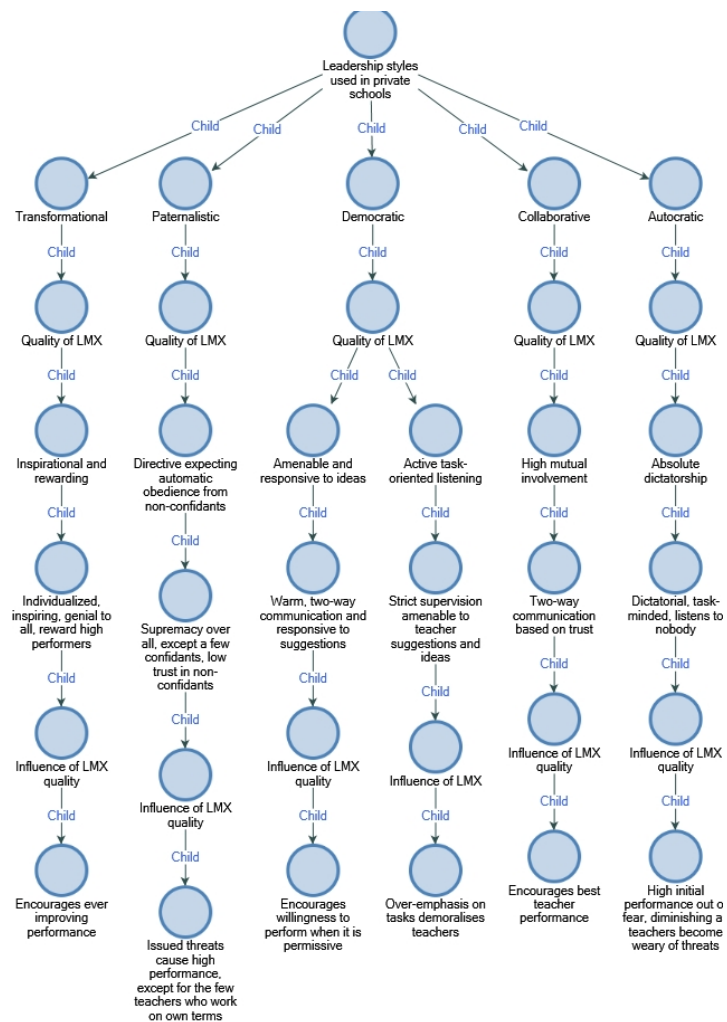


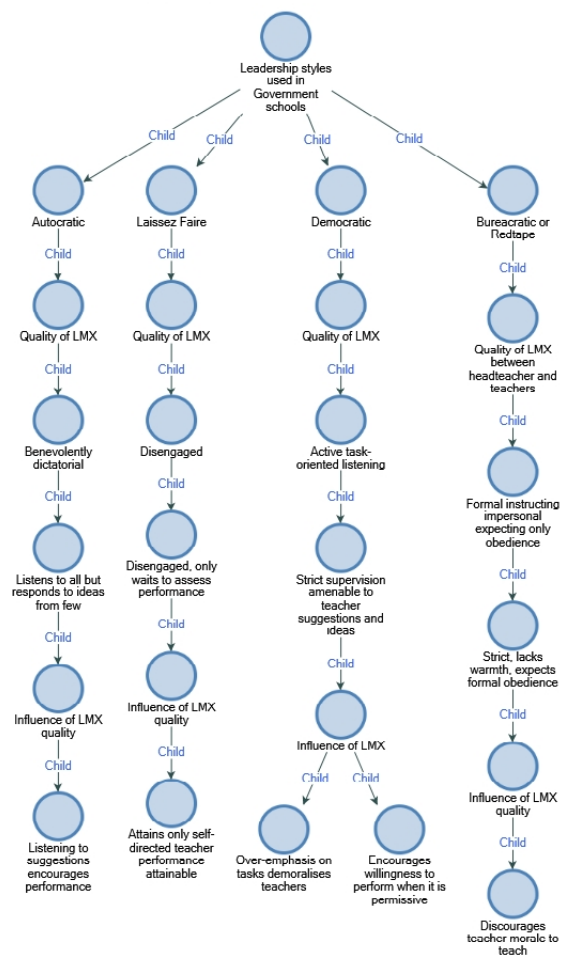


Template 3. 7: Summary of themes and sub themes of difference in adequate education provided in private and Government secondary schools.

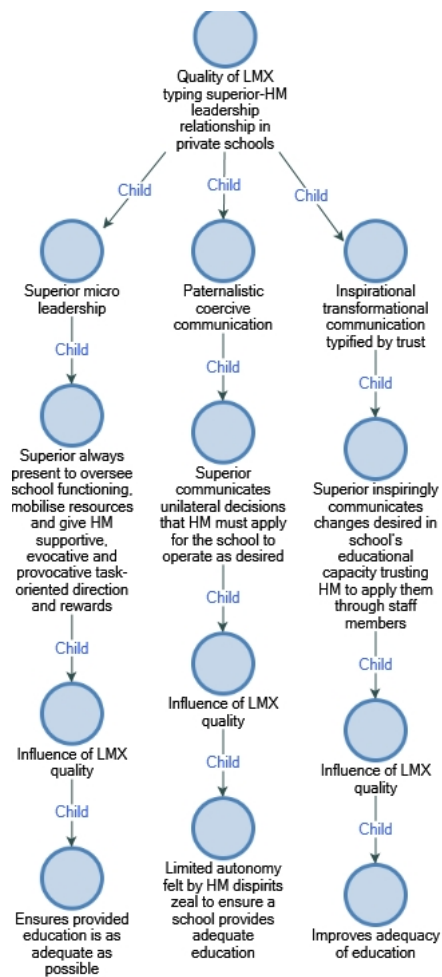


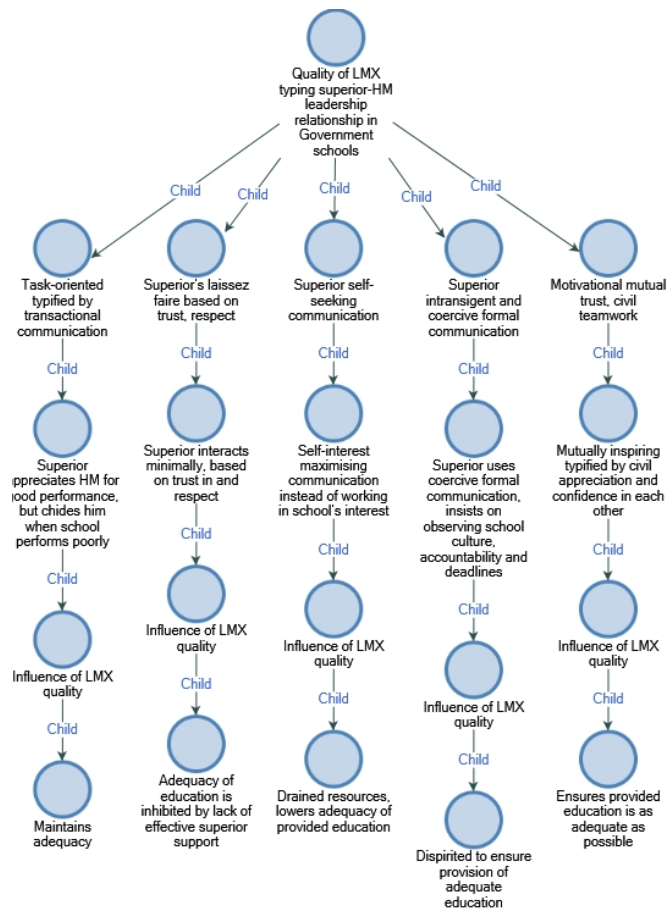
Template 3. 8: LMX quality in head teachers' leadership styles and effect on adequacy of education.





Template 3. 9: Superior- headteacher LMX quality and its influence on adequacy of education secondary schools in Central Uganda





## Appendix K: Research budget

| A comparative study of Leader member exchange theory in private and government secondary schools education in central uganda |                           |                    |              |                    |              |                |
|--|---------------------------|--------------------|--------------|--------------------|--------------|----------------|
| Monthly research Budget June 2018  |                           |                    |              |                    |              |                |
| Estimated Research Budget  |                           |                    |              |                    |              |                |
| A  | Estimated income          | Budget quantity    | Budget (UGX) | Actual quantity    | Actual (UGX) | Variance (UGX) |
|  | Self-funding              |                    | 6,367,750    |                    | 5,000,000    |                |
|  | Grand Total Income        |                    | 6,367,750    |                    | 5,000,000    |                |
| B  | Estimated Expenditure     |                    |              |                    |              |                |
| B1   | Stationary                |                    |              |                    |              |                |
|  | Books                     | 2 Pieces           | 35,000       | 5 Pieces           | 100,000      | 65,000         |
|  | Pens                      | 1dozen             | 6,000        | 4 pieces (500@)    | 2,000        | - 4,000        |
|  | Printing                  | 50 pieces          | 10,000       | 66 Pieces          | 13,200       | 3,200          |
|  | Papers                    | 1 Ream             | 35,000       | 1 Ream             | 35,000       | -              |
|  | Pencils                   | 1 Dozen            | 2,400        | 3 pieces (200@)    | 600          | - 1,800        |
|  | Staple machine            | 1 Piece            | 35,000       | 1 Piece            | 35,000       | -              |
|  | Recorder                  | 1 Piece            | 125,000      | 1 Piece            | 125,000      | -              |
|  | Staple wires              | 1 Pack             | 5,000        | 1 Pack             | 5,000        | -              |
|  | Batteries                 | 1 Box              | 96,000       | 10 Pairs (700@)    | 7,000        | - 89,000       |
|  | Sub Total                 |                    | 349,400      |                    | 322,800      | - 26,600       |
| B2   | Utilities                 |                    |              |                    |              |                |
|  | Internet                  | 2 months (300000@) | 600,000      | 2 months (500000@) | 1,000,000    | 400,000        |
|  | Sub Total                 |                    | 600,000      |                    | 1,000,000    | 400,000        |
| B3   | Services                  |                    |              |                    |              |                |
|  | Transcribing              |                    | 500,000      |                    | -            | - 500,000      |
|  | Sub Total                 |                    | 500,000      |                    | -            | - 500,000      |
| B4   | Transport/ substance      |                    |              |                    |              |                |
|  | Private car Fuel          | 10 trips (50000@)  | 500,000      | 15 trips           | 750,000      | 250,000        |
|  | Motor Vehicle (Boda Boda) | 10 trips (2000@)   | 20,000       | 5 Trips            | 10,000       | - 10,000       |
|  | Taxi                      | 10 Trips (8000@)   | 80,000       | 5 Trips            | 40,000       | - 40,000       |
|  | Flight                    |                    | 3,670,000    |                    | 1,966,500    | - 1,703,500    |
|  | Sub Total                 |                    | 4,270,000    |                    | 2,766,500    | - 1,503,500    |
| B5   | Other Expenses            |                    |              |                    |              |                |
|  | Meals                     | 10 meals (10000@)  | 100,000      | 15 meals           | 150,000      | 50,000         |
|  | Souvenir Key rings        | 3 Dozens (£9.89)   | 148,350      | 4 Dozens           | 197,800      | 49,450         |
|  | Gift boxes                | 0                  | -            | 3 Dozens (700@)    | 25,200       | 25,200         |
|  | Sweets                    | 0                  | -            | 2 Packets          | 36,000       | 36,000         |
|  | Miscellaneous             |                    | 400,000      |                    | 400,000      | -              |
|  | Sub Total                 |                    | 648,350      |                    | 809,000      | 160,650        |
|  | Total Income              |                    | 6,367,750    |                    | 5,000,000    | - 1,367,750    |
|  | Total Expenditure         |                    | 6,367,750    |                    | 4,898,300    | - 1,469,450    |

**NB: Exchange rate as at 31<sup>st</sup> May 2021**

1 pound = UGX 4996.68

- **Appendix L: Gantt Chart**

[illegible]



